



Kisimul Group Limited

Anti-Bullying

Policy and Procedure

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1. Introduction

Kisimul Group operates a whole service policy which has regard to the Department of Education 'associated Preventing and Tackling bullying: Advice for School Leaders and Governors', July 2017 and 'Keeping Children Safe in Education (KCSIE) September 2021, Children's Homes Regulations (England 2015) and guidance for keeping children and young people safe from harm. The Group has formulated a set of strategies which enable staff to be aware of the possibility of bullying and how to act effectively to curtail any incidents of bullying. This policy sits alongside the behaviour policy and the safeguarding policy in referencing the

- Everyone has the right to be heard
- Everyone has the right to feel safe
- Everyone has the right to feel value
- Everyone has the right to feel understood.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online'

(Preventing and tackling bullying, advice for headteachers, staff and governing bodies, DFE 2017)

In our education and care provisions for young people with severe learning disabilities and autism spectrum disorder, it is imperative that staff are vigilant, as many of our children/young people cannot communicate effectively and are therefore potentially vulnerable to harm. Good communication and effective record keeping and vigilance are essential in order to provide proactive oversight where the presentation of young people may be symptomatic of underlying anxieties caused by bullying behaviours.

2. Scope

The policy will support staff to promote positive relationships, to help prevent bullying, recognising that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required and with a commitment to intervention by identifying and tackling bullying behaviour appropriately and promptly.

3. Definitions

Behaviours of concern- Behaviours of concern are behaviours of such intensity, frequency or duration that the health and safety of the person, or the health and safety of others, is at risk. Behaviours of concern are also likely to limit or deny access to everyday activities or the use of community facilities.

Victim- a person harmed, injured, or killed as a result of a crime, accident, or other event or action

Bullying- seek to harm, intimidate, or coerce (someone perceived as vulnerable)

Advocacy- Advocacy is defined as any action that speaks in favour of, recommends, argues for a cause, supports or defends, or pleads on behalf of others

4. Roles and responsibilities

4.1 Chief Executive Officer-The Chief Executive has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisations policies.

4.2 Operational Directors and Managers- Operational Directors, The Responsible Individual and Managers are responsible for:

- Ensuring the implementation of this policy across Kisimul.
- Ensuring the policy is compliant with the current recommendations and legislation.
- Ensuring that Kisimul provides appropriate training where required

4.3 Safeguarding Board- The Safeguarding Board aims to provide strategic leadership and enhance co-ordination to promote good, safe working practises for individuals supported by Kisimul. This includes, but is not limited to, review of incidents related to bullying and peer on peer incidents.

4.4 Registered Managers (RM's), and service managers awaiting registration- RM's are responsible for:

- Ensuring that staff have easy access to the policy.
- Ensuring that staff have read and understood the policy.
- Ensuring that staff have the knowledge and skills required to support individual needs.

4.5 Operational staff- Operational staff should:

- Attend all mandatory training as required and to inform their manager if they need further training.
- Be aware of, and comply with, this policy.
- Act and safeguard at all times the interests and wellbeing of each individual being supported.

- Inform the person in charge if they feel they haven't the knowledge and/or experience to perform a task requested
- Where required, maintain comprehensive record associated with any behaviours of concern, including support plans, risk assessments and daily records.
- Inform the person in charge of the shift of any concerns in relation to behaviour/presentation of a young person.
- Handover to colleagues any changes to any individual's risks, ability or changes to their support needs.

5. Procedure

Policy Stopping violence and ensuring immediate physical safety is obviously our group's first priority but emotional bullying can be more damaging than physical; teachers and care staff have to make their own judgements about each specific case. In our context we must also be mindful that certain behaviour patterns exhibited by young people will cause distress and anxiety to other young people (such as loud vocalisations or frequent physical outbursts). While these may not be purposeful we should look to advocate for our young people and recognise potential symptoms within their presentation that suggest they are finding other young people challenging.

5.1 Bullying on the grounds of race, disability, age, gender, gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation also has regard to Equality Act 2010 and in particular the Equality Duty, which came into force in April 2011.

5.2 Kisimul Group has strict procedures when dealing with incidents of bullying. These procedures are to be followed by all staff both in the residential and the school setting.

5.3 It is the objective of Kisimul Group to ensure that all incidents of bullying are dealt with as quickly as possible and that the bully is made aware that this kind of behaviour will not be tolerated.

5.4 All staff and children/young people are to be made aware that bullying is wrong and will not be tolerated. Positive and supportive relationships should be modelled and encouraged.

5.5 Children/young people should be taught to say no and how to ask for help.

5.6 Any victim of bullying should have the opportunity, and should be encouraged to seek out a member of staff for advice.

5.7 With constant staff supervision, children/young people should only have a very limited opportunity to initiate bullying.

5.8 If staff become aware of bullying or have any indication that it is taking place they must intervene immediately.

5.9 Compatibility of young people in respect of their sensory and communication profiles should be considered carefully. Many of our young people will find the behaviour of others intolerable and a source of anxiety, and we should look to be effective advocates for them where their presentation suggests discomfort or anxiety around other young people.

6. Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (Preventing and tackling bullying, advice for headteachers, staff and governing bodies, DFE 2017)

6.1 It is important that we educate and train our young people to use technology to support both their education, social and leisure activities and development. However, staff should be mindful of the potential for online abuse, and also ensure that our young people understand that posting harmful or abusive comments is unacceptable and constitutes bullying behaviour. No assumptions should be made that because of their learning disabilities that our young people do not have the capacity to access technology functionally, and therefore clear vigilance and oversight of what content and forums they are accessing should be in place, and concerns reported and shared promptly.

7. Intervention Procedures

Immediate steps to be taken by staff when dealing with a bullying incident:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Information about the incident is to be recorded within electronic handovers or with daily journals and must be discussed at handing over times and within team meetings. An incident record should be completed and notification given to the Head teacher or Registered Manager (or relevant senior person on shift).
- A clear account of the incident will be recorded and given to the Head Teacher or the Registered Manager, who will maintain a record of how the incident is dealt with and resolved.
- Relevant frontline staff will be kept informed and requested to continually observe interactions between the young people. Risk assessments may need to be updated to reflect any patterns of behaviour that could cause anxiety to particular young people, whether this is purposeful or otherwise.
- Sanctions will be used as appropriate and in consultation with all parties concerned, but should only be used where this is an agreed part of a young person's support plan, outlining this is an effective response based on the cognitive awareness of the individual child/young person.

7.1 Children/young people who have been bullied will be supported by:

- Re-assuring the victim by offering help and support. Ensure that they realise that asking for help is the right thing to do.
- Assure the victim that prompt action will be taken to stop the bullying.
- The victim must be reassured that if any reoccurrence of bullying takes place they will be supported by staff.

- Kisimul has clear and visual anti-bullying displays within the school setting that identify procedures for learners who feel anxious or worried about issues of bullying. These also reference young person questionnaires with augmentative communication that can provide additional opportunities to relate concerns. In most instances it is the familiarity and vigilance of staff who are working with the young person who will notice differences in presentation and engagement which could be the symptoms of bullying or discomfort with the actions of other young people.
- The staff teams work closely with the advocacy services to ensure that positive relationships are encouraged.
- Young people are provided with emotional support and provided with the opportunity to engage with the staffing team.

7.2 Children/young people who have been identified as having an impact on another child/young person will be supported by:-

- Explaining that he/she has been accused of bullying.
- Encourage the bully to understand the victim's point of view.
- Explain that this is unacceptable behaviour and makes other children/young people unhappy. The anti-bullying information provided for young people will be used to reinforce this.
- Explain that if bullying continues further sanctions will have to be imposed, and how, i.e. withdrawal of privileges.
- It may be necessary to separate or move young people and this should also be done supportively and with consideration to the impact this may have on a young person.
- Young people will be supported to understand the consequences of their actions in line with their ability to understand, using their preferred method of communication.

- If it is recognised that young people who can at times impact on others' emotional and physical wellbeing lack the cognitive understanding of that impact, then their behaviour should not be identified as bullying. This does not, however, detract from how it makes someone else feel and therefore will be responded to in line with this policy
- It is important that staff recognise behaviours that are intimidating to other young people and that they prevent harm from happening. The most effective way of preventing bullying is to be clear as to what is going wrong for the 'perpetrator' as well as ensuring the safety and protection of the 'victim'.

7.3 Individual support sessions will be provided using suitable resources regarding expectation of appropriate behaviour, having mutual respect and engagement. Other agencies which may need to be informed by staff team:

- Parents.
- Children/young peoples' social worker / placing authority.
- Ofsted, under a notifiable incident if appropriate e.g. if it constitutes a serious incident.
- In case of a serious incident of bullying that is deemed to be a child protection issue the child protection and safeguarding policy will be implemented.

8. Prevention

In order to prevent bullying from taking place, staff are encouraged to:

- Involve child/young person, parents and child/young persons' representatives from LAs where necessary.
- Regularly evaluate and update the Group's approach to bullying.
- Openly discuss differences between people that can motivate bullying through the school curriculum, such as ethnicity, gender, disability, or sexuality.

- Use specific organisations or resources for help where appropriate, e.g. advocacy services and LCSP.
- Provide effective staff training and highlight the bullying policies and practices in staff inductions.
- Make it easy for children/young people to report bullying.
- Create an inclusive and open environment.
- Celebrate success and recognise achievement.

8.1 There will be reduced opportunities for bullying in school and residence where there is a general encouragement of tolerance and consideration/respect for others (Croner 2000).

9. Training

Kisimul will provide opportunities to:

- Train all staff, to identify all forms of bullying and take appropriate action, following the respective policy and procedures (including recording and reporting incidents).
- Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding.
- Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, student council and area meetings.

10. Monitoring compliance

All incidents are reported and recorded. This is analysed by the Registered Manager or Headteacher to ensure that learning can take place and the risks of bullying can be reduced.

13.1 The Safeguarding Board aims to provide strategic leadership and enhance co-ordination to promote good, safe working practises for individuals supported by Kisimul. This includes, but is not limited to, review of incidents related to bullying and peer on peer incidents.

Document Equality Impact Assessment – Part A

Document Title:	Anti-bullying		
Name of person completing Equality Impact Assessment:	Farah Quinn		
Date Equality Impact Assessment completed:	13.09.22		
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		x	If No comment: This policy applies to all equally and has no impact on any protected characteristics
Disability		x	
Ethnicity		x	
Gender		x	
Religion or belief		x	
Sex orientation		x	
Socio-economic		x	
Gender Reassignment		x	
Maternity/Pregnancy		x	
Marriage/Civil Partnership		x	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
	High	Low	High	Low	

Document Equality Impact Assessment – Part B

What is the main purpose or aims of the policy

To ensure those at risk of being bullied are identified and supported in a consistent way

Who will be the beneficiaries of this policy?

The individuals we support

Has the policy been explained to those it might affect directly or indirectly?

All actions required in line with this policy will be explained to individuals as relevant

Have you consulted on this policy?

Yes – see quality checklist used as part of policy approval process.

What are the expected outcomes of this policy?

Safeguard individuals in our care

Name of Person Completing Equality Impact Assessment:

Amanda Collins

Document change log

Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of Change	Change made by	Authorised by	Date document republished
Change to reflect that sanctions are not deemed appropriate for our context nor aligns with our ethos	Danny Carter	Farah Quinn	13.09.2022