



FOUNDATION FUTURES

ANTI-BULLYING POLICY

Version 7 September 2023

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Background to the policy:

This policy outlines the commitment to providing a caring, safe environment so all students can learn in a secure atmosphere, protected from harassment, bullying and discrimination. Children and young people have a right to be protected from harm and discrimination. They should be able to live in an environment in which they are free from harassment, bullying and discrimination.

It is important to us that every young person in our care feels safe and free from bullying and persecution.

Statement of the policy:

The aim of the anti-bullying policy is to ensure that pupils play, learn and socialise in a supportive, caring and safe environment without fear of being bullied.

Bullying of any kind is unacceptable. This includes non-verbal, verbal, indirect, cyber, homophobic, racist, sexual, social and SEN bullying.

What is bullying?

The definition of bullying is:

'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Bullying can take many forms (e.g. cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Bullying in itself is not a specific criminal offence in the UK, but harassing or threatening behaviour can be a criminal offence. If staff feel that an offence may have been committed, they will seek assistance from the police

e.g. it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Types of Bullying

- Non-verbal: kicking, hitting, damaging or taking belongings
- Verbal: name calling, taunting
- Indirect: spreading rumours, excluding

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. Cyberbullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Homophobic bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Racist bullying

This is behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.

Sexual bullying

This would involve making lewd or inappropriate comments to LGB&T students (Lesbian, Gay, Bisexual and Transgender). Using the term 'gay' in a derogatory way is part of this type of bullying.

Social/Environmental

This is where young people are targeted due to an inequality of wealth.

Additional Educational Needs/ Special Educational Needs

This is behaviour which makes a pupil with additional needs feel marginalised e.g. students with difficulties with their sight, hearing, medical condition, a physical disability or learning.

Signs of Bullying

Young people who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Dealing with bullying issues

The responsibility for dealing with bullying needs to be shared between students, parents, Foundation Futures staff as well as the Partner School to lead to the best outcomes.

Students are encouraged to be assertive and supportive in their relationships with others, and will be given support by staff where they struggle with this. We create an anti-bullying culture at Foundation Futures through discussing the issues of bullying as part of the personal development sessions within the programme. Students are encouraged to be safe on-line and awareness of the dangers of social networking is addressed.

All staff are aware of their responsibility to listen and to take seriously any allegation of bullying and fully investigate all incidents reported to them.

Parents/carers will be informed about all reported incidents of bullying and need to inform the partner school of incidents reported to them by their child in order that the issue can be investigated.

Actions taken will be agreed and carried out with the partner school and their behaviour and anti-bullying policy

Actions taken for all reported cases of bullying:

- If a student says they are being bullied, the issue will be reported to the partner school
- Where appropriate Foundation Futures staff will work alongside partner school staff to address the problem in accordance with their procedures.
- Strategies will be implemented until the student feels the bullying has stopped

Interventions to prevent bullying:

- Positive behaviour will be encouraged at all times.
- Staff will challenge any poor behaviour seen anywhere during the Foundation Futures programme and beyond e.g. name calling, use of prejudice language.
- Student opinion will be sought regularly to ensure that bullying does not take place.

If bullying has taken place

- Reassuring the student who had been bullied and offering an immediate opportunity to discuss the experience with a member of staff of their choice.
Staff may further support the student who has been bullied.
- Discovering why the pupil became involved, and establishing the wrongdoing and need to change.
- Informing the partner school and subsequently inform the parents or carers to help change the attitude of the young person who has been a bully.
- Fixed Term Exclusion from the programme may be necessary as a cooling off period, this would be discussed and agreed between Foundation Futures staff, partner school staff and parents and carers of the bully.
- Incidents may be addressed both within and outside the programme seeking external support from the Local Authority or Police if necessary.
- Reported incidents may lead to referral to the Governors Disciplinary Committee of the Partner School.

- Partner agencies will be included, where appropriate, in developing an action plan to address the problem e.g. CAHMS.

With this understanding, we will endeavour to support pupils through:

- The content and delivery of our programmes to encourage self esteem and self motivation.
- The Company ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued.
- The Company's behaviour policy which is aimed at supporting vulnerable students.
- Ensuring all staff are aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil's sense of self worth. Behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred.
- Liaison with the feeder school / organisation, and where relevant other agencies which support children / young people.
- A commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so.
- Recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection.
- Vigilantly monitoring children/young people's welfare, keeping records in accordance with the Company record management practices and notifying the feeder school / organisation or Children's Services as appropriate soon as there is a recurrence of a concern.