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| <b>Policy Focus</b>                  | Anti-Bullying Policy             |
| <b>Lead Policy Holder</b>            | Principal - Jessica Hunter       |
| <b>Designated Governor</b>           | Chair of Governors - June Palmer |
| <b>Policy Date</b>                   | October 2022                     |
| <b>Policy Version</b>                | 2.8                              |
| <b>Governing Board Adoption Date</b> | October 2022                     |
| <b>Review Date</b>                   | October 2024                     |

### Glossary of Acronyms (if applicable)

#### Preface – Our Intentions & Values

1. Policy Aims
2. Definition of bullying
3. Staff Roles, responsibilities and Procedures
4. Sanctions

Glossary:

|              |  |
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| <b>ELT</b>   | <b>Extended Leadership Team</b>                  |
| <b>CPOMS</b> | <b>Child Protection Online Management System</b> |
| <b>MTS</b>   | <b>Medical Tuition Service</b>                   |
| <b>PSHE</b>  | <b>Personal Social Health Education</b>          |
| <b>SIMS</b>  | <b>School Information Management System</b>      |

*Anti-Bullying Policy/Version 2.8/ 12.10.22 JHu*

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Our Medical Tuition Service is a place where self-development, awareness and well-being are at the core of what we do. Without these elements sitting at the forefront of our setting, long term academic achievement would not be an option for our young people as a result of their medical needs. The safety and wellness of our students is our greatest priority and nurture and removing barriers is central to our environment as a result.

We are a supportive stepping-stone for young people currently unable to attend mainstream as a result of medical need, and our offer is one that facilitates them in successful future transitions.

We place great value on teaching resilience, self-care, grit, independence, stickability and problem facing skills across our Curriculum Model. Our places are not permanent, and we make student's preparation for next steps and ability to access wider life and learning our priority.

- We recognise and value the potential in all of our students and only model 'can-do' attitudes.
- We strive to develop the whole learner, to go beyond just their academic achievement.
- Caring for and preparing our young people to lead and maintain healthy lifestyles and attitudes is at the forefront of what we do.
- We go beyond learning, in order for all of our students to become confident with their place in the world of education; work; society; family; community and beyond - through a rigorous and bespoke Learning and Transition Programme.
- We welcome our learners into MTS with a carefully designed and supportive curriculum that will enable their academic achievement now, whilst simultaneously facilitating our young people in developing the life skills they will need to become independent, well rounded, happy, healthy, and successful individuals in the future.

At MTS we aim to create a collaborative working ethos which engenders the following:

- **Celebration and Humour** - we feel good about ourselves
- **Collegiality** - we are working together towards a common purpose - the success of our service
- **Continuous Improvement** - we can get better; we will get better
- **Lifelong Learning** - learning is for everyone
- **Mutual Respect** - everyone has something to offer
- **Openness** - we can discuss our differences with mutual respect
- **Responsibility for Success** - we must succeed; we will succeed
- **Risk Taking** - we learn by trying something new – we must model that for our students
- **Shared Goals** - we know where we are going and why
- **Support** - there is always someone there to help



## Beyond Learning Policy Aim

MTS Torbay believes that all students should learn and socialise in a supportive, caring and safe environment without fear of being bullied. All adults and students recognise that bullying is an antisocial behaviour which affects everyone and will not be tolerated. To this end, the Anti-Bullying Policy sets out the service approach, roles, and responsibilities with regard to all bullying matters. The aims of the anti-bullying policy are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour that may impact the already vulnerable learners at MTS.
- React to bullying incidents in a reasonable, proportionate, and consistent way.
- Safeguard the student who has experienced bullying and to trigger sources of support for the student.
- Inform everyone in MTS that bullying can take varied forms. However, all should understand that bullying occurs when there is a sustained imbalance of power and this imbalance is exploited.
- To apply disciplinary sanctions and guide the bullying student through learning and supportive programmes to ensure they learn from the experience. This could also involve multi-agency working and wider agency support.

### Definition of Bullying

Bullying is defined as: “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can be fuelled by prejudice including behaviour that is homophobic, transphobic, racist, targeted at faith, sexist and disablist. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email.” (DfE ‘Safe to Learn’) This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber bullying
- Sexting
- Child on Child abuse.

Through the PSHE curriculum and areas studied within the Personal Development (PD= PSHE, SMSC, BV, RSE) curriculum, we look at areas of diversity and differences in culture. We model appropriate behaviours and give our students information, about areas in which prejudice is often seen.

The young people at MTS have a wide range of additional needs. As a learning community we understand that bullying in this context can have additional subtleties and raise issues



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that are in themselves complicated to resolve. Not all students at MTS will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. As such, MTS supports the students to understand what is meant by the definitions above and how to resolve any bullying situation.

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to MTS, clinging to adults, refusing to remain in class. It is important that all staff are alert to the signs of bullying and act promptly and firmly against any form of bullying. The roles and responsibilities of individuals within MTS are outlined below. Some MTS learners may have experienced bullying previously, related to their medical condition, and will require support in dealing with this, for which we have a skilled and well-trained pastoral team in place.

## **Staff roles, Responsibilities and Procedures**

### **The Principal**

- To determine, publicise and ensure implementation of the MTS' measures on behaviour support and anti-bullying at MTS.
- To consider what adjustments may be needed to policies and practice in this area.
- Ensure the whole organisation is promoting equality and inclusion, and that staff and students are aware of the support practices in place.
- To ensure the anti-bullying policy is kept up to date.
- To encourage a zero-tolerance attitude to bullying within MTS. In support of this the Principal will follow and promote a curriculum that raises awareness of anti-bullying.

### **The Extended Leadership Team**

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related information from staff and plan appropriate interventions either at an individual or whole service level, making use of platforms such as the Anti Bullying Alliance and Young Minds.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying. This is also done in the daily Communal Time with other staff involvement as well as PD.
- Work with families so that they are aware of MTS's policy/practice and specific circumstances if they arise. MTS is often very involved with supporting families and has excellent multi agency relationships.
- To act as a port of call to advise staff on any bullying related matter, these include sexting, cyber bullying and any other form of bullying behaviours. Allow Line



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Management to offer supervision to staff round this matter.

- To liaise with external agencies as necessary in partnership to support anti-bullying strategies.
- Ensure that behavioural recording systems (ClassCharts and CPOMS) record any instances of bullying.

### **Staff**

- To model our Core Values: Mutual Respect – Trust - Support
- To be constantly monitoring the students for bullying related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the students.
- To use CPOMS to record concerns or issues raised with staff by students, or other staff.
- To be supportive of the ethos of MTS, as an all-inclusive setting where diversity is celebrated.

### **The Students' Voice**

There are a number of ways that students can communicate to express their feelings and thoughts. These include the community forum, communal time, council, annual reviews, transition review meetings, Education Health Care Plans and everyday communication with staff. Staff are constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury, change in behavioural norms. Claims or expressions of bullying made by students will be taken seriously. There is also use of restorative justice practices within communal time each week. Learners can also record concerns in the student voice box placed in the Hub.

### **Reporting Process**

In the event that bullying behaviours are reported or observed:

- The member of staff who has that information will report it to the DSL team via CPOMS.
- The DSL team will then investigate to determine the facts behind any arising issue.

In the event that bullying is taking place, there are two paths to follow:

- Any bullying behaviours will be written up on CPOMS.
- Where the issue is complex or not easily resolved the DSL team will seek further advice from the Principal.
- Follow up actions will be devised, recorded, and aimed at addressing bullying behaviours longer term.



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In the event that bullying behaviour is not successfully changed or prevented and that agreed strategies do not show improvement, the matter will be referred to the Principal and Chair of Governors.

It is expected, through the behaviour support systems, that the Principal will keep on roll schools informed of any behaviour that is inappropriate within MTS.

### **Working with Families**

- Close work with the families is an essential part of work we do at MTS. Bullying is one of the most potentially sensitive areas of home/MTS life.
- For individual matters relating to bullying, advice will be sought from the DSL team on how to proceed.
- Efforts will be made to conduct conversations sensitively, bringing family members into MTS where necessary.
- Informing and working with families whose child was the victim of bullying will follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. This can be recorded on SIMS or CPOMS
- Students who are receiving additional behaviour support because they are perpetrating bullying behaviour will be subject to joint working with their parents or carers to ensure all parties understand the approach being taken.
- Parents or Carers have a responsibility to let MTS know if their child is being bullied and work with MTS to resolve any issues arising from an incident the child is anxious about. If as a parent or carer you are concerned about your child being bullied, you should: Contact MTS immediately and ask to speak to the Pastoral Support Manager.
- Contact MTS if the bullying is taking place on home to MTS transport. MTS transport is currently provided by Torbay Council Transport department.

### **Online safety for students on site**

It is important to agree the expectations of all online interactions and ensure that teachers and students understand and adhere to these. This is MTS's responsibility and the following considerations may help in defining expectations:

- The safeguarding of students is paramount and takes precedence over all
- Identify a suitable environment for remote lessons (Reach=Reintegration).
- Appropriate clothing for all participants
- No personal items visible in the background
- Distractions and disturbances minimised
- Using a headset or headphones
- Cameras optional, but preferred
- Adherence of all to relevant behaviour and conduct policies



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- Maintain a central register of all video calls and contact
- Capitalise on engagement opportunities with parents and carers to ensure that they are well informed
- Be conscious of confidentiality
- Agree which technology/systems will be used and provide access to on-going support and training, where necessary
- Complete connectivity and technology checks before commencing sessions
- Agree quality assurance practices and monitoring approaches
- Agree if online sessions are to be recorded in line with local guidance and practice. Please note: any recordings must not be used for any performance management purposes
- Provide all Reach students and parents with e safety and anti-bullying policies and to offer them opportunities to join the PSHE curriculum where possible

### **Sanctions**

MTS is a supportive and inclusion centred service. However, there will be occasions when persistent and unresolved bullying requires sanctioning. These sanctions will be in line with the MTS Behaviour for Learning Policy and may result in a fixed term exclusion. In some very rare cases a permanent exclusion from the provision may be appropriate after all support networks have been exhausted. Police Liaison officers may also be used in this instance to support all parties. MTS will always collaborate with the on roll school in these circumstances.

### **Harmful Sexual Behaviours**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Child-on-child sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

As a learning community we are aware that harmful sexual behaviours will be witnessed and perpetrated at MTS. As a result, MTS has a duty of care to ensure that part 5 of Keeping Children Safe in Education is adhered to by staff, students and visitors.

Harmful Sexual Behaviours are recorded by all staff through CPOMS and collated by the Designated Safeguarding lead. Support is offered to the child via the Pastoral Welfare Manager. Tutors can also be involved in sign posting students to support and involving parents and stakeholders in conversations about harmful sexual behaviours. Regular SMSC events focus on Harmful Sexual Behaviours and the Personal Development curriculum promote strategies for disclosure and challenge of such behaviours both inside and outside of the learning environment. "It does happen here" is our stance on Harmful Sexual Behaviours and our Behaviour for Learning guidance alongside the PSHE programme and policy



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promotes a clear culture of transparency and non-tolerance of such behaviours. Sanctions for proven Harmful Sexual Behaviours can include but are not limited to internal isolation and suspension, and in the most serious cases permanent exclusion. In all cases, staff at MTS will always refer to supportive processes for addressing such behaviours first.

### **Fixed Term Exclusions (FTEs) and Permanent Exclusion (PEX)**

Students who attend the Medical Tuition Service remain on the role of the referring school. Where an incident of poor behaviour should occur in the initial instance it would be sanctioned by the classroom teacher and logged on our setting behaviour - rewards and sanctions – system, ClassCharts.

Should a behaviour occur which could be deemed of an excludable nature - this would include one of the eleven DfE exclusion reasons, then MTS will seek a meeting with the on roll school to discuss a FTE and in appropriate circumstances a PEX.

Should a FTE be approved and supported by the on roll school, MTS will make contact with the parent or carer of the child/children involved and inform them of the reason for the exclusion and the planned return to setting meeting. At this meeting a FTE return to setting plan of reintegration will be completed and stored on the child’s MTS file and a copy sent to the on roll school. The on roll school will be invited to this reintegration meeting.

Should a PEX be appropriate then the on roll school will work alongside MTS to complete the PEX process. The parent or carer will be informed via the on roll school’s process and the appeal information will be included. All Torbay exclusion procedures will be followed and recorded as part of this process. All DfE permanent exclusion guidance will be adhered to and parent or carer will be provided with guidance around this literature.

As part of the section 19 Education duty of care, the on roll school will be responsible for providing 6-day provision post an PEX as is in line with the DfE guidance.

### **Related Policies and Documents.**

The MTS Safeguarding and Child Protection Policy

The MTS Behaviour for Learning Policy

Version control record from June 2019.

| Version Number | Date of Change | Reviewed by | Brief reason for changes |
|----------------|----------------|-------------|--------------------------|
| 1.0            | 27.06.19       | E.Bristow   | New policy               |
| 2.0            | 06.05.20       | J. Horrocks | Updates                  |





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|-----|-----------|------------|---|
| 2.1 | 31.05.21  | J. Fenwick | Updates – new logo, new format to include preface and changes to language from Headteacher to Principal and Deputy Head to Associate Principal  |
| 2.4 | 15.11.21  | J Horrocks | Updated to include Reach students as part of our e safety offer / anti bullying support   |
| 2.5 | 21.11.22  | J Horrocks | Revised   |
| 2.6 | 11/3/2022 | S France   | Revised/proof read.   |
| 2.7 | 29/03/22  | J Horrocks | HSB added   |
| 2.8 | 12.10.22  | J Hunter   | Peer on peer changed<br>Assoc Principal changed to ELT<br>School to service or MTS<br>CPOMS and ClassCharts reporting added<br>Removed services no longer used to reflect improvements in systems |