



1 Introduction

This policy outlines what CoRE will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the team at CoRE. CoRE is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. **CoRE's Anti-Bullying policy is inline with the DSCP guidance 2024.**

2 Legislation

There are several pieces of legislation which set out measures and actions for organisations working with children in response to bullying, as well as criminal and civil law.

These may include (but are not limited to):

- o The Education and Inspection Act 2006, 2011
 - o The Equality Act 2010
 - o The Children Act 1989
 - o The Education (Independent School Standards) Regulations 2015 (if appropriate)
 - o Protection from Harassment Act 1997
 - o The Malicious Communications Act 1988
 - o Public Order Act 1986
- Theeducationpeople.org

3 Responsibilities

It is the responsibility of;

- o Directors to communicate this policy to the staff and students attending, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that any managers take overall responsibility.
- o All staff to support, uphold and implement this policy accordingly.
- o Parents/carers to support their children and work in partnership with CoRE.
- o Students to abide by the policy.

4 Definition

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.



- Bullying is recognised as being a form of peer-on-peer abuse. *Bullying may also be an indicator of wider safeguarding concerns, including harmful sexual behaviour, child-on-child abuse, discrimination, exploitation, mental health difficulties, or unmet special educational needs. Staff will consider whether any bullying incident requires a safeguarding response in line with CoRE's Safeguarding and Child Protection Policy.* It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

5 Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- *Bullying related to sex, misogyny, sexual harassment, sexual violence, or harmful sexual behaviour*
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying or Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

6 CoRE Ethos

CoRE recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying CoRE can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our organisation:

- *Recognises that many students attending Alternative Provision may have experienced trauma, exclusion, disrupted education, adverse childhood experiences, or unmet SEND needs. Responses to bullying will therefore combine appropriate accountability with support, education and relationship-based intervention.*
- Monitors and reviews our anti-bullying policy and practice on a regular basis.



- Supports staff to promote positive relationships to help prevent bullying.
- Recognises 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.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7 Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to CoRE:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- CoRE will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or another manager will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- CoRE will speak with and inform other staff members, where appropriate.
- CoRE will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- If necessary, other agencies may be consulted or involved.
- Where the bullying of or by students takes place off CoRE's site or outside of normal school hours (including cyberbullying), CoRE will ensure that the concern is fully investigated. If required, the DSL will collaborate with other provisions.
- A clear and precise account of bullying incidents will be recorded in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.



7.1 Cyberbullying

When responding to cyberbullying concerns, CoRE will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. CoRE would do this in partnership with the school that the student is registered at.
- Work with the school the student is registered at, with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Ensure that CoRE works alongside the registered school for that student when sanctions are applied to the person responsible for the cyberbullying; CoRE will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Work alongside the registered school for that student to inform the police if a criminal offence has been committed.
- Work alongside the registered school for that student to ensure that when appropriate, information to staff and students regarding steps they can take to protect themselves online.

7.2 Supporting Students

Students who have been bullied will be supported by:

- Reassuring the young person and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their mentor, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Students who have perpetrated bullying will be helped by:



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- Discussing what happened, establishing the concern and the need to change. Informing parents/carers to help change the attitude and behaviour of the child. Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

7.3 Supporting Adults

CoRE takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, or a senior member of staff or Director.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off CoRE's premises or outside of normal hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the CoRE's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support. Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Director to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to CoRE's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8 Preventing Bullying

Environment



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The CoRE community will:

- *Challenge misogynistic, racist, homophobic, biphobic, transphobic, ableist and other discriminatory language, including where such language is dismissed as "banter".*
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold CoRE's values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive ethos.

Policy and Support

The CoRE community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing policies, for any bullying brought to CoRE's attention, which involves or affects students, even when they are not on CoRE's premises; for example, when using taxis or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable. Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The CoRE community will:



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- Train all staff, including: managers, assistant managers, administrators and mentors, to identify all forms of bullying and take appropriate action, following CoRE's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying should it occur.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

9 Involvement of Students

CoRE will:

- Ensure that all students know how to express worries and anxieties about bullying. Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Utilise student voice in providing student led education and support

10 Involvement & Liaison with Parents and Carers

CoRE will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Useful Links:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net



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- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
 - DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
 - DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- EACH: www.eachaction.org.uk
- Proud Trust: www.theprouddtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
 - Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
 - Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
 - Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Signed: *A Green* (Education manager)

Name: Alasdair Green:

Date: 20/7/26



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This policy will be reviewed annually, or as and when there are any changes in the law or procedures.

This policy is informed by the DfE guidance Preventing and Tackling Bullying and current Keeping Children Safe in Education guidance.