



Rainbow Horses

Learning Centre CIC

Anti-Bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying” April 2021 and supporting documents. It is also the DfE statutory guidance “Keeping Children Safe in Education” 2022 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Policy objectives

- This policy outlines what Rainbow Horses Learning centre will do to prevent and tackle all forms of bullying.
- Rainbow Horses Learning Centre is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other centre policies and practices

This policy links with several Rainbow Horses policies, practices and action plans including:

- Relationships and Behaviour regulation Policy
- Complaints Procedures
- Child Protection and Safeguarding Policy
- Data Protection policy
- Privacy Policy
- Online Safety Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for provisions in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

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

Responsibilities

It is the responsibility of:

- The Head of Centre to communicate this policy to the centre community, to ensure that anti bullying measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Advisory Board (Trustees) to take a lead role in monitoring and reviewing this policy.
- All staff (including Trustees, senior leadership, teaching and non-teaching staff) to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the centre.
- Students/ Learners to abide by the policy.

Definition of bullying

- 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 by Rainbow Horses as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on a young person’s emotional development.
- A visual aid displayed around Rainbow Horses will help identify to learners what bullying is. **APPENDIX B**

Forms and types of bullying covered by this policy

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

- 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
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours etc.
- Emotional bullying
- Sexual
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students 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)

Centre ethos

- Rainbow Horses Learning Centre 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 our provision can help to create a safe environment, where students are able to learn and fulfil their potential.
- Our Community:
 - 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; this may include learners with SEND. 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 in line with our relationships and behaviour policy.
 - 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 with the provision 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 centres 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.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the Rainbow Horses Learning Centre:

- 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.
- The centre 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 Head of Centre/Designated Safeguarding Lead (DSL) or (DDSL) Deputy Designated Safeguarding lead to interview all parties involved, another nominated member of the senior leadership team can also be involved with this process to enable this to be dealt with quickly and more efficiently.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- Rainbow Horses will speak with and inform other staff members, where appropriate.

- Rainbow Horses will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the provisions relationships and behaviour regulation policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off Rainbow Horses site or outside of normal centre hours (including cyberbullying), the centre will ensure that the concern is fully investigated. If required, the DSL will collaborate with other centres/ provisions/ schools. Senior leaders should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- Appropriate action will be taken, including providing support and implementing sanctions in Rainbow Horses in accordance with this policy and the centre's relationships and behaviour regulation policy.
- A clear and precise account of bullying incidents will be recorded by Rainbow Horses in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, Rainbow Horses learning Centre 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. This may include:
 - looking at use of the centres systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Requesting the deletion of locally-held content and content posted online if they contravene centres behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the centre 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.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;

- helping those involved to think carefully about what private information they may have in the public domain.

Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, 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. **APPENDIX A- BULLYING DIARY**
- 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:

- 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).

Supporting adults

Our provision 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, a member of the Senior Leadership Team and/or the Head of Centre.
- 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 site or outside of normal school hours (including online), Rainbow Horses will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' 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 member of the Senior Leadership Team and/or the Head of centre to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to Rainbow Horses official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole community will:

- 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 learners 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: learners with different family situations, such as looked after learners or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold Rainbow Horses 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 learners and young people.
- Celebrate success and achievements to promote and build a positive, space, environment & ethos.

Policy and Support

The whole community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns. **APPENDIX A-B and further website's referrals (end of policy)**
- 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 the centres' attention, which involves or effects students, even when they are not on Centre premises; for example, when using school transport 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

Rainbow Horses community will:

- Train all staff, including: teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the centre's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, peer support, etc.
- 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, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Ensure students understand the centre's approach and are clear about the part they play in preventing bullying.
- Regularly canvas all learners on the extent and nature of bullying.
- 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.
- Involve students in anti-bullying campaigns and embedded messages in the wider centre curriculum.
- Utilise student voice in providing student led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the centre does not tolerate any form of bullying.
- 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 Rainbow Horses website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues that give rise to bullying.
- Ensure that parents work with the centre to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- Rainbow Horses Learning Centre will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the centre's action planning.
- The Head of centre will be informed of bullying concerns, as appropriate.
- The Head of centre will report on a regular basis to the Advisory Board on incidents of bullying, including outcomes.

Useful links and supporting organisations

- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- 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-ofpractice-0-to-25

Cyberbullying

- 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

Race, religion and nationality

- 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

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
 - A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/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.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Additional links can be found in 'Preventing and Tackling Bullying' (April 2021)

www.gov.uk/government/publications/preventing-and-tackling-bullying

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APPENDIX B

Is It Bullying?

When someone says or does something UNINTENTIONALLY harmful and they do it once, that's

RUDE

When someone says or does something INTENTIONALLY hurtful and they do it once, OR you INTENTIONALLY do it back, That's

MEAN

When someone says or does something INTENTIONALLY hurtful and they KEEP DOING IT even when you tell them to stop or show them you're upset, that's

BULLYING

CONFLICT VS BULLYING

Understand the difference

Conflict:

A Disagreement or Difference of Opinion
An Inevitable Part of Group Dynamics
Equal Power Between Those Involved
Usually an Isolated Incident/Occasional
All Involved Make An Effort to Resolve the Situation

Bullying:

Based on an Imbalance of Power
The Intent to Harm - On Purpose
Happens Repeatedly
Serious - Causes Physical or Emotional Harm
Does Not Stop When Asked
Should Always Be Reported

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www.bulliesout.com

Registered Charity Number: 123070

Signed

S. Coombes

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