



**ENABLE**

The Voluntary and Community Sector  
Learning and Skills Consortium

# **Anti-Bullying Policy 2020**

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<b>Person Responsible for Policy:</b>		Enable CEO		
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02/03/2020	SMT	Discussion and Approval of policy	Board of Trustees	21/01/2021

## 1. Purpose

- 1.1 The purpose of this policy is to set out the Enable's commitment to the prevention and eradication of bullying among its learners, and to detail what actions Enable will take in pursuit of these goals.

## 2. Background

- 2.1 An ethos of Enable is The Enable Way – demonstrating positive behaviour and respect for each other, in a safe and secure environment. In line with this, Enable considers that all learners have the right to be treated with dignity and respect, and will not tolerate any form of bullying

## 3. Scope

- 3.1 This policy applies to all Enable learners at their place of study, in Enable classrooms, on off-site visits and at other locations while undertaking work placement. Enable is not responsible for bullying taking place at other locations; however, support is available to learners involved in bullying incidents.

## 4. Related documentation

- Child and Vulnerable Adult Protection Policy
- Equality Policy
- Student Disciplinary Procedure
- Health & Safety Policy

## 5. What is bullying?

- 5.1 Bullying is defined as any unsolicited or unwelcome act by an individual or a group of people which hurts, humiliates, intimidates or undermines the self-esteem and confidence of an individual or group of people .Bullying can occur face to face, via e-mail, text, social networking sites, telephone, in writing, in graffiti/posters, display or circulation of offensive materials/books or via a third party.

### 5.2 Examples of bullying behaviour

- **emotional** – ignoring, excluding, tormenting, insensitive jokes or pranks, damaging property belonging to another person, demanding money or property
- **physical** - pushing, kicking, prodding, hitting, punching or any other use of physical contact
- **sexual** - unwanted physical contact or inappropriate sexual comments
- **discriminatory** – bullying behaviour because of, or focusing on, diversity issues such as race, sexuality, disability, age, transgender identity, religion, gender. This may include inappropriate language or taunts, gestures, graffiti

- **verbal** - name-calling, sarcasm, spreading rumors, making derogatory remarks, intrusive questioning or goading
- **cyber** - all areas of internet such as email and internet chat room misuse, threats by text messaging and misuse of associated technology, e.g. camera and video facilities

### 5.3 People are often bullied because of:

- appearance
- race or religion
- gender
- transgender identity
- sexuality
- disability
- economic background
- hobbies and interests
- age

## 6. Hate Crime

6.1 Hate crime is any offence committed against a person or property which is motivated by the offender's hatred of people because they are being different. People do not have to be a member of a minority community to be a victim of hate crime. Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

## 7. Signs and symptoms of bullying

7.1 These could include:

- changing usual routines
- becoming anxious or withdrawn
- attempting or threatening suicide
- crying without any obvious cause
- feeling ill/feigning illness
- work deteriorating at Enable
- possessions "going missing"
- becoming aggressive or unreasonable
- bullying other students or siblings
- displaying increasing lack of confidence and self-esteem
- asking for, or stealing money
- having unexplained cuts or bruises
- being excluded from group activities by other students

7.2 All members of staff have a responsibility to ensure that suspected bullying is dealt with fairly and consistently.

## 8. Recording incidents

8.1 The member of staff who becomes aware of possible bullying should pass the information to Safeguarding Lead.

8.2 The learner reporting bullying should be encouraged to make a statement to include the following:

- date(s), times(s) and place(s) of incident(s)
- name of any witnesses
- what happened
- how it made them feel
- any action taken e.g. reported to a member of staff
- original copies of any correspondence or written material connected

with the issue.

- where cyber bullying has taken place, printouts should be obtained wherever possible (e.g. of emails), or the member of staff taking the statement should sign it to say they have seen any text messages/call records on the learner's mobile phone.

8.3 Where a student requests or needs it (e.g. because they have learning difficulties, or their first language is not English), the member of staff can record this for them, taking care to ensure the student's words are accurately recorded.

8.4 This information will inform the mediation process if it is decided to embark on this. It will also be used as evidence in any subsequent disciplinary proceedings.

## **9. Confidentiality**

9.1 As a general guideline, members of staff will respect confidentiality of the individual as long as it is consistent with the Safeguarding Policy.

9.2 However, where confidentiality must be broken, then the complainant should be involved in that process. In some cases, the individual may just want to talk about the bullying but may not wish to take matters further. In this case a strategy should be developed with the student to address the situation.

## **10. Initial meeting and investigation**

10.1 The Safeguarding Lead dealing with the allegation of bullying should set up an initial informal interview with both parties separately and explain the school policy on bullying. The victim should be enabled to discuss the incident and all possible courses of action e.g. empowering the victim to address the issue with the perpetrator, mediation or invoking the Disciplinary Procedure.

## 11. Mediation

11.1 The mediator would ordinarily be the learner's tutor but may also be a Senior Manager. The mediator can help participants to resolve their dispute and to co-exist at Enable, through using the following procedure:

- both parties define the problem as they see it, individually with the mediator
- the impartial mediator identifies the key issues for both parties - these are listed on paper
- at the end of the individual session with the mediator, the mediator ascertains whether or not the parties are willing to meet together, along with the mediator. This is the point when real mediation can take place, if both parties are willing to try, to move towards reconciliation
- at the joint meeting, led by the mediator, both parties should be encouraged to speak and express their opinion with only one person allowed to speak at a time. The mediator needs to firmly control the meeting to ensure it does not turn into a battle.
- the mediator sets up a plan of action which will satisfy each party and obtains an agreement
- a follow up meeting is agreed and the situation monitored at agreed intervals

## 12. Alleged bullying of a student by a member of staff

12.1 A student who feels that she/he is being bullied by a member of staff should discuss the issue with their Course Tutor.

12.2 If it is not possible to resolve the issue, the student can make a formal complaint in writing. This should be sent to [ceo@enable.uk.net](mailto:ceo@enable.uk.net) The complaint will be investigated, and the student will be contacted regarding the outcome.

## 13. Supporting the bully

13.1 There is often an underlying reason for bullying behaviour. A bully can be very insecure and may

- have been bullied themselves
- be afraid of becoming a victim to someone else
- want to be accepted into a certain group
- want to be well known for their physical status
- have low levels of self-esteem and self confidence

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

