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It can result in the intimidation of a person or persons through the threat of violence or by isolatingre

4. Roles and responsibilities

4.1 Chief Executive Officer

5.4 All staff and children/young people are to be made aware that bullying is wrong and will not be tolerated. Positive and supportive relationships should be modelled and encouraged.

5.5 Children/young people should be taught to say no and how to ask for help.

5.6 Any victim of bullying should have the opportunity, and should be encouraged to seek out a member of staff for advice.

5.7 With constant staff supervision,a member

functionally, and therefore clear vigilance and oversight of what content and forums they are accessing should be in place, and concerns reported and shared promptly.

7. Intervention Procedures

Immediate steps to be taken by staff when dealing with a bullying incident:

‹ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

‹ If it is recognised that young people who can at times impact on others' emotional and physical wellbeing lack the cognitive understanding of that impact, then their behaviour should not be identified as bullying. This does not, however, detract from how it makes someone else feel and therefore will be responded to in line with this policy

‹ It is important that staff recognise behaviours that are intimidating to other young people and that they prevent harm from happening. The most effective way of preventing bullying is yit

- Use specific organisations or resources for help where appropriate, e.g. advocacy services and LCSP.

- Provide effective staff training and highlight the bullying policies and practices in staff inductions.

- Make it easy for children/young people to report bullying.

- Create an inclusive and open environment.

- Celebrate success and recognise achievement.

8.1 There will be reduced opportunities for bullying in school and residence where there is a general encouragement of tolerance and consideration/respect for others (Croner 2000).

9. Training

Kisimul will provide opportunities to:

- Train all staff, to identify all forms of bullying and take appropriate action, following the respective policy and procedures (including recording and reporting incidents).

- Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding.

- Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, student council and area meetings.

10. Monitoring compliance

All incidents are reported and recorded. This is analysed by the Registered Manager or Headteacher to ensure that learning can take place and the risks of bullying can be reduced.

1.1 The Safeguarding Board aims to provide strategic leadership and enhance co-ordination to promote good, safe working practises for individuals supported by Kisimul. This includes, but is not limited to, review of incidents related to bullying and peer on peer incidents.

Document Title:	OPED06 Anti-Bullying Policy
Name of person completing Equality Impact Assessment:	Amanda Collins
Date Equality Impact Assessment completed:	13.09.2022

Characteristics	Impact		Equality Impact Assessment form completed?
	Yes		
Age		X	If comment:
Disability		X	This policy applies to all equally and
Ethnicity		X	has no impact on any protected
Gender		X	characteristics.
Religion or belief		X	
Sex orientation		X	
Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
None					