

Linkage Community Trust Policy Manual



Policy Number	4.29
Subject	Students and Clients - Anti Bullying
Directorate Responsible	Education
Date last reviewed/by whom	July 2017 Learner Services Manager
Date to be reviewed	November 2019
Date of Equality Analysis	

Policy:

Linkage Community Trust is committed to providing its service users and learners with a safe and supportive environment in which to live, learn and work. Bullying is a problem that is found in many aspects of life. It is important that everyone has the right to be in an environment that is free from victimisation and bullying. Service users and learners have a right to expect that should they talk to a member of staff about their worries concerning bullying these concerns will be listened to and treated seriously. There is a collective responsibility to ensure that we do not bully others and staff will work together to protect vulnerable individuals from bullying.

Definition of Bullying

‘Behaviour by an individual or group usually repeated over time, which intentionally hurts another individual or group either physically or emotionally’. Department for Children, Schools and Families (2007), Safe to Learn ‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.’ Anti-Bullying Alliance

The most widely acknowledged types of bullying:

Direct physical bullying: Physical bullying involves harmful actions against another person’s body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, and pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person’s property. Examples include: damaging or stealing

Direct verbal bullying: Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, phone calls, spreading rumors or hurtful gossip.

Emotional: Emotional bullying involves behaviors that upset, exclude, or embarrass a person. Examples include nasty notes, saying mean things tormenting threatening, humiliation or social embarrassment.

Sexual: Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior. Examples include: sexual comments, abusive comments, unwanted physical contact.

Racial: Racial bullying involves rejection or isolation of a person because of ethnicity.

Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin colour/accent/food choices.

Indirect bullying: Also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party).

Cyber bullying: The use of information and communication technologies to support deliberate and offensive behaviour by an individual or group that is intended to harm others.

For further definition see Appendix 1

Creating a supportive environment and preventive strategies

The role of managers is to ensure, as far as reasonably practicable, that bullying is prevented. Ultimately, it is the responsibility of all staff to be proactive in their approach to bullying by developing and maintaining a caring environment. Students/Clients have the right to expect that staff are available to them if they have concerns regarding bullying and that any concerns regarding allegations of bullying are listened to sensitively and treated seriously.

The subject of bullying is included in the Student Code of Conduct which is linked to the Learner Discipline Policy. Clients agree to an Expectations of Clients document.

Each student is allocated a designated team of staff including a Progress Coach (PC) who hold 1:1 sessions to talk through any difficulties the student may be experiencing. Progress coaches conduct group tutorials which cover education and prevention on anti-bullying and e-safety, how to report. All residential students have access to a designated Registered Care Manager (RCM), Learner Services Manager (LSM) and Key Worker for all care and welfare issues.

Day Learners have access to a Progress Coach and a LSM. All students also have access to an independent advocacy service.

Clients have access to a Key Worker, Registered Care Manager (RCM) and external advocacy service.

Signs of bullying

Students/Clients who are or have been bullied will not always be prepared to tell others.

For those students/Clients who are unable to inform staff, observations regarding specific behaviour patterns may indicate bullying. Staff should not automatically assume bullying as there may be another explanation.

Signs may include:

- Unwillingness to be in the same room with certain people.
- Unwillingness to go to certain places e.g. work placement.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Being easily distressed.
- Damage to property or torn clothing.
- Disruptive behaviour.
- Change in attitude.

- Ask questions, but do it sensitively.
- Check if anyone has witnessed the alleged incident.
- Be careful not to say or do anything that could make the person more anxious.
- Do not take any action before discussing with the student/service user what you could do, and what they could do.
- Do not make promises you can't keep, it is very important that they can trust you. For example, do not promise confidentiality as others will need to be informed.
- Tell the student/service user that they have done the right thing by talking about what has happened.
- If you believe that a service user may be in serious harm, then you must act to protect that person, even if the service user wants you do nothing.

If you suspect someone has been bullied contact a manager to discuss your suspicions.

Allegations or suspicions regarding staff should be reported to a manager or on call immediately.

Allegations or suspicions regarding a manager

If the allegations or the suspicions implicate a manager you must report to their manager. In the event of it being an on call manager out of hours report to the senior manager on call.

In other respects the procedures stated here must be followed.

Reporting Procedures

Reporting to management

All serious allegations/suspicions of bullying must be reported to a manager or on call immediately. The manager will make a judgement on how to proceed.

Depending on the seriousness of the situation and the time of day the manager may contact safeguarding or they will liaise with the LSM/RCM and ensure that the CQC Nominated Individual and relevant Safeguarding Team are notified as soon as possible

Reporting to Social Services and the Police

In cases where the bullying amounts to serious abuse then the matter must be dealt with in line with Linkage Policy 4.1 Safeguarding

Where appropriate, the RCM or other manager will notify CQC using appropriate notification form and unique individual service user reference number.

Written records

A written record of the allegation(s) or suspicion(s) as recorded by yourself/the original member of staff and the action you have taken must be made to your manager or other available manager to whom you have reported. For Learners/Clients you must: Complete an Incident/Abuse form and forward to Learner Services or RCM without delay.

Reporting to others

All records are confidential and these must only be disclosed on a legitimate “need to know” basis e.g. management. Where possible the consent of the alleged victim should be sought before notifying others.

When this is not given, the manager will decide whether to report to others without the person’s consent in line with the Mental Capacity Act.

Other people who will need to know may include next of kin, other staff and the funding body.

You should not discuss the allegations or suspicions of bullying with anyone except those who “need to know”.

Decisions about disclosure must be made in consultation with LSM/RCM.

Outcomes

Part of the discussion with the student being bullied should involve asking him/her **“What would you like the outcome to be?”**

A number of different alternatives can be discussed:

The student/Client who has been bullied may ask to meet with the bully to tell him/her how they feel about the behaviour. The bully (bullies) may be asked to genuinely apologise. Such a meeting should be well structured and supported and both parties will need appropriate preparation.

In serious cases, suspension, disciplinary warnings or even exclusion will be considered. Disciplinary action may take place in addition to any apology which has been issued.

If possible, the students/Clients should be reconciled and after the incident/incidents have been investigated and dealt with, ***However, it is important to remember that a ‘restorative’ approach or reconciliation is not always possible and should not be advocated if inappropriate.*** Each case will be monitored to ensure repeated bullying does not take place.

Health and Social Care Act 2008

Regulation 18 of CQC (Registration) Regulation 2009 states that the registered person must notify CQC without delay of any abuse or allegation of abuse in relation to a Student/Client or any incident which is reported to, or investigated by the police.

If the Student/Client is under 18 years of age it is necessary to notify with immediate effect any concerns about the welfare or safety of a child to one or more of the following:

- The police
- CQC
- Local Safeguarding Children’s Board
- Placing authority

CQC will often be informed of incidents or allegations that are not reported to the police, because they affect the well-being of a student/client. It is the responsibility of the RCM to make this report.

Children

In the case of child (under the age of 18), the parents or the person with parental

responsibility should be informed of allegations of bullying without delay once the situation has been reported to management. A decision on further action can then be made in consultation with the parents or the person with parental responsibility.

Methods of managing bullying

Victims of bullying may feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established. The methods of managing bullying may include:

General

- Linkage Community Trust declaring that bullying will not be tolerated and that all incidents will be taken very seriously.
- Students/Clients and their representatives should be made aware of the complaints procedure and be assured that, should they make a complaint through that procedure, the matter would be taken seriously and dealt with accordingly.

Student/Clients

- The promotion of self-discipline and respect between students/clients.
- Encouragement of good behaviour and respect for others and ensuring as far as is reasonably practicable the prevention of all forms of bullying among students/clients.
- Ensuring students/clients' standard of behaviour is acceptable.
- Allegations of bullying by students/clients towards other students/clients
- will need examination or investigation. In serious cases, allegations should be dealt with through the Safeguarding Policy.
- The bully should be helped to recognise their unsociable behaviour and offered
- support to change that behaviour.
- Efforts should be made to identify why a person has bullied, support can then be offered to the bully to prevent reoccurrence.
- Providing mentor support for both victim and bully.
- Considering appropriate "assertiveness" training for the bullied.
- Considering appropriate training for those that bully.
- Review of staffing.
- Linkage staff that have specialist training and knowledge.
- External to the service
- Contact with supportive agencies.
- Police involvement.
- Temporary re-housing (if possible, and should not further victimise the victim).
- Daily visits by senior staff.
- Victim support scheme.
- Support and help from a doctor or psychologist.
- RESPOND, who offer advice and support on issues of abuse telephone: **0808 808 0700** | Email: helpline@respond.org.uk www.respond.org.uk
- Staff from other voluntary agencies specialising in bullying.

- You can find further advice about responding to and investigating incidents on the DCSF's cyberbullying guidance :<http://icanhaz.com/responding>

Appendix 1 Information about Cyber-bullying

Definition

"The intentional and repeated harm of others through the use of computers, mobile phones and other electronic devices."

Forms of bullying

The main forms of cyber-bullying are:

Mobile Phones: Cyber bullying via the mobile phone can include inappropriate, text, pictures, photographs and emails including threats, intimidation or harassment, sharing humiliating images/ video or acts of bullying.

Instant Messenger (IM): Cyber bullying via instant messenger can include "chat" live via text.

Hacking into another's accounts and sending unpleasant messages.

Chat rooms and Message Boards: Cyber bullying via chat rooms can include anonymous threats, intimidation or harassment, the persuasion of 'others' to disclose personal contact information for purposes of exploitation.

Email: Cyber bullying via email include bullying or threatening messages, repeatedly sending unwanted messages, unsuitable images/ video clips, forwarding someone else's personal emails and sending computer viruses.

Social network sites: Cyber bullying via social network sites can include posting inappropriate comments, humiliating video/photographs, hacking into 'others' accounts, rejecting and ignoring for the purpose of causing distress to another.

Video Hosting Sites: Cyber bullying via video hosting sites can include posting inappropriate video of someone without their knowledge.

Virtual Worlds: Cyber bullying via virtual worlds can include others posting abusive or derogatory remarks aimed at avatars (a figure that represents them in the virtual world). Players may pick on weaker or less experienced users, repeatedly killing their character in order to intimidate / isolate.

Signed:	<i>Martin Shelton</i>
Position:	Principal
Date:	16 May 2018