



Anti Bullying Policy

(Alternative Provision)
Standards: Part 3: Section 10

Policy content includes information regarding:

- Definitions of Bullying
- Reporting Bullying
- Centre Initiatives to prevent and tackle bullying

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POLICY AIMS

"Providing safe and happy places to learn is essential to achieving centre improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the centre community." (DfE, 2007).

At Levi Alternative Provision we strive to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others (Values Curriculum). These values reflect those that will be expected of our students by society when they leave the centre and enter the world of work or further study. We are committed to improving our centre's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. Especially at our centre, we emphasise the importance of positive relationships amongst all members of our centre community.

Everyone at Levi Alternative Provision has

- the right to be themselves and to be included in a safe and happy environment
- the right to be treated with respect.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. At our centre the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole centre community to take measures to prevent and tackle any bullying, harassment or discrimination.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available the centre.

DEFINITION OF BULLYING

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying is usually therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based (Religion) • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Special Educational Needs or disability • Appearance or health conditions • Culture or class • Other personal situation 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

In the context of our centre however, it is important to consider that we are working with children with social, emotional and mental health needs and attachment difficulties and most of our students have little understanding of how their actions or words impact on the way other people feel so we have to be sure that the behaviour was 'intentionally hurtful'.

Signs that a young person is being bullied:

An individual who is being bullied may display some of the following common responses:

- Increased anxiety (displayed through increasingly obsessive behaviours; hand movements, repetitive questioning and statements or short temper)
- Withdrawal
- Aggression
- Seeming over-sensitive or overreacting to minor occurrences (being 'on edge')
- Seeking revenge
- Repeatedly exposing him/herself to the same kind of bullying situation. Although the student may know it as a negative interaction, they may still consider it better than no interaction at all. It becomes a scenario they are familiar with and which follows a predictable sequence.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bullying can take place between young people, young people and staff, between staff and individuals or group.

Bullying may occur to anyone and this policy is inclusive of the bullying of centre staff, whether by students, parents or other staff. (Members of the centre workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences.

There may be evidence in work patterns, lacking concentration or truanting from centre. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

ROLES AND RESPONSIBILITIES

Centre Manager and Leadership Team

The Centre Manager and the Leadership team have overall responsibility for ensuring that the anti bullying policy is followed by all members of staff and that the centre upholds its duty to promote the safety and well-being of all young people. In any cases of bullying, the Designated Safeguarding Lead (DSL) will be informed.

Staff

All centre staff, both teaching and non-teaching have a duty

- to report bullying,
- to be vigilant to the signs of bullying and
- to play an active role in the centre's efforts to prevent bullying (eg talking about bullying ie PSHE lessons, Pastoral Mentoring Sessions)

If staff are aware of bullying, they should reassure the students involved and inform the Centre Manager and DSL.

Parents/carers/wider networks

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the centre either in person, or by phoning or emailing the centre office or a member of staff. We also encourage parents to work with the centre if their child is being the 'bully'.

It is important also that any network professionals are informed of behaviours that are concerning. The support of the wider network will help with a holistic approach to dealing with any underlying issues.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

REPORTING BULLYING

If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in the centre:

- Report to a tutor
- Report to other centre staff
- Report to a friend
- Call ChildLine 0800 1111

RESPONDING TO BULLYING

When bullying has been reported, the following actions will be taken:

- Staff will record the details of bullying on the Bullying/Harassment spreadsheet
- Designated centre staff will monitor incident reporting forms, analysing and evaluating the outcomes
- Designated centre staff will produce reports summarising the information, which the head teacher/director **will report to directors**.
- Support will be offered to those who are the target of bullying in centre through the use of restorative justice or other programmes.
- Staff will proactively respond to the bully through the use of restorative justice programmes.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of the centre.

BULLYING OUTSIDE OF THE CENTRE

Bullying whether it takes place inside or outside of the centre is unacceptable and will not be tolerated. Bullying can take place on the way to and from the centre, before or after centre hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact students' well-being beyond the centre day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

DEROGATORY LANGUAGE

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded. If persistent, students' parents/carers will be informed of the language used and asked to attend a meeting at the centre.

Follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the whole centre log.

PREJUDICE-BASED INCIDENTS

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in the centre, with the executive principal regularly reporting incidents to directors. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our centre even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

HATE CRIME

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks are based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

Any concerns about hate incidents/crimes should be discussed with a member of the centre Leadership Team. Information on how to report a hate crime can be found at:

<https://www.report-it.org.uk/home>

Children can report any crime anonymously at:

<https://www.fearless.org/>

BEHAVIOURS ASSOCIATED WITH BULLYING

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above. For more information, see our safeguarding and child protection policy. These behaviours are considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the safeguarding and child protection policy, but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime

related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Cyber-Bullying

Nationally, cyber-bullying is a growing source of bullying experienced by children and young people. Each incident of cyber-bullying will be thoroughly investigated.

It is vitally important for students and parents of children who are being bullied to record or print the evidence of the bullying. Virtually all cyberbullying can be traced if the evidence is kept and given to the Centre.

We consider student-to-student cyber-bullying to be a very serious breach of the anti-bullying policy as we aim to provide a caring and safe environment for all our students so that they can learn in a secure atmosphere. Most cyber-bullying takes place out of the Centre, usually from the students own home, however, the Centre will still take action against this form of bullying as the bullied students general wellbeing, and their academic performance when at Levi Alternative Provision will undoubtedly be affected by the bullying.

In all cases of cyber-bullying parents/carers of both the bully and the bullied will be kept informed of investigations into allegations of bullying. Sanctions will be given to students found guilty of cyber-bullying, and the police may be informed.

All students should remember that the majority of what they put onto the internet stays there forever, available for anyone to search, including potential future employers.

Please see [Online Safety Policy](#) which provides students and their parents/carer with advice on how to deal with cyber-bullying.

CENTRE INITIATIVES TO PREVENT AND TACKLE BULLYING

- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Difference and diversity are celebrated across the centre through diverse displays, books and images.
- The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month
- The centre values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the centre.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Students are continually involved in developing centre-wide anti-bullying initiatives through consultation with groups and through the [anti-bullying survey](#).
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

TRAINING

The centre manager is responsible for ensuring that all centre staff, both teaching and non teaching receive regular training on all aspects of the anti-bullying policy.

MONITORING

This policy will be reviewed as guidance from the DfE is updated, and as a minimum annually by the Centre Manager and reviewed by the Directors.