



Creative Inclusion

LEARNING STUDIO

Creative Inclusion: An Independent Alternative
Specialist Provision

Anti-Bullying Policy

Effective Date: July 2025

Approved by: Advisory Board August 2025

Review Date: July 2026

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A Personalised Approach

At Creative Inclusion we uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this. As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, learner centred planning and solution focused support – ultimately leading to successful educational integration. We endeavour to provide a safe, nurturing, community-based environment that facilitates a personalised holistic approach to learning enabling learners to reach their potential.

1. Statement of Intent

Creative Inclusion believes that all learners are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the setting's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the setting.

The Education and Inspections Act 2006 outlines several legal obligations regarding the setting's response to bullying. Under section 89, settings must have measures in place to encourage good behaviour and prevent all forms of bullying amongst learners. These measures are part of the setting's Behaviour Policy, which is communicated to all learners, setting staff, and parents.

All staff, parents, carers, and learners work together to prevent and reduce any instances of bullying at the setting. There is a zero-tolerance policy for bullying at the setting.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in settings and colleges'
- DfE (2021) 'Promoting and Supporting Mental health and Wellbeing in Settings and Colleges' (Updated 2025)
- DfE (2024) 'Keeping children safe in education 2024'

- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following setting policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Suspension and Exclusion Policy
- Child-on-Child Abuse Policy

3. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not Accidental
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable learners are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable learners may include, but are not limited to:

- Learners who are adopted.
- Learners suffering from a health problem.
- Learners with caring responsibilities.
- Learners from socioeconomically disadvantaged backgrounds.

Learners with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Learners who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) learners.
- Learners with SEND.

4. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another learner because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

5. Roles and responsibilities

The Advisory Board are responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any learners on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the setting adopts a tolerant and open-minded policy towards difference.
- Ensuring the setting is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the Designated Safeguarding Lead (DSL) has the appropriate status and authority within the setting to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that learners are taught how to keep themselves and others safe, including online.

The Head of Provision is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

The Intervention & Wellbeing Lead, and Mental Health Nurse are responsible for:

- Corresponding and meeting with parents/carers where necessary.
- Providing a point of contact for learners and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for learners who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the learner's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.

- Understanding the composition of learner groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a learner for support.

Parents/Carers are responsible for:

- Informing their child's form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Learners are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other learners in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

6. Statutory implications

Creative Inclusion understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The setting understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of learners to be breached by failing to take bullying seriously. The Head of Provision will ensure that this policy complies with the HRA; the Head of Provision understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly

offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

7. Prevention

Creative Inclusion will clearly communicate a whole-setting commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole setting.

All members of the setting will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary Relationships, Sex and Health Education (RSHE) Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage learner cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other learners who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for learners to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to learners to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Learners deemed vulnerable, as defined in page three, will meet with their key worker on a **weekly** basis to ensure any problems can be actioned quickly. Form tutors will also offer an 'open door' policy allowing learners to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new learner joins the setting, particularly when this happens in-year, the learner's Key Worker and the DSL will implement a strategy to prevent bullying from happening – this will include:

- Meeting with the Head of Provision
- Meeting with the learner's key worker
- Introduction to the class
- Pair up with a buddy where appropriate to need
- Regular check in meetings with learner and parents to discuss any issues arising
- Revision of setting procedures with all learners during collective assembly time

Where a new learner is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

The setting will be alert to, and address, any mental health and wellbeing issues amongst learners, as these can be a cause, or a result, of bullying behaviour.

The setting will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

8. Signs of bullying

Staff will be alert to the following signs that may indicate a learner is a victim of bullying:

- Being frightened to travel to or from setting
- Unwillingness to attend setting
- Repeated or persistent absence from setting
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in settingwork
- Leaving setting with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Learners who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a learner is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall, and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the learner's form tutor, who will investigate the matter and monitor the situation.

9. Staff principles

Creative Inclusion will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one learner towards another will always be challenged and will never be ignored.

Staff will always respect learners' privacy, and information about specific instances of bullying is not discussed with others, unless the learner has given consent, or there is a safeguarding concern. If a member of staff believes a learner is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

10. Child-on-child abuse

The setting has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the setting will educate learners about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that learners of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of setting settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.

- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Learners will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a learner has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that learners may not be ready or know how to tell someone that they are being abused. Learners being abused may feel embarrassed, humiliated, scared, or threatened.

Creative Inclusion’s Child-on-child Abuse Policy outlines the setting’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the setting’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

11. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target learners, staff and others, and may take place inside setting, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name

- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The setting has a zero-tolerance approach to cyberbullying. The setting views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify learners who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a learner is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a learner is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend **annual** training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the Head of Provision if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the setting will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of learners staying safe online and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – learners may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – learners may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and learners may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to learners crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – learners may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The setting will support learners who have been victims of cyberbullying by holding formal and informal discussions with the learner about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the setting has the right to examine and delete files from learners' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all settings and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the setting's Searching, Screening and Confiscation Policy will be followed at all times.

12. Procedures

Minor incidents will be reported to the victim's form tutor, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Therapeutic Pastoral Lead in writing, and tagging in LearnTrek, of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the learners being interviewed, including electronic communication
- If a learner is injured, members of staff take the learner immediately to the setting nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The Head of Provision will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All learners involved are informed that they must not discuss the interview with other learners

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

13. Sanctions

If the Head of Provision is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The Head of Provision will inform the perpetrator of the type of sanction to be used in this instance. This will be appropriate and relational.

If possible, the Head of Provision will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future.

The setting will avoid unnecessarily criminalising learners for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The setting's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

Learners' key workers and form tutors will monitor the learners involved over the following **half-term**.

The setting will remain cognisant of the fact that continued access to setting can be important for rehabilitation of harmful behaviour and will not exclude learners unless as a last resort – where there have been serious or consistent incidents of bullying, the setting will act in line with the Suspension and Exclusion Policy.

14. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the setting counsellor
- Reassurance that it was right to report the incident, and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff

- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Head of Provision will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-setting clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy and sessions with the setting's Mental Health Nurse.

The setting will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The setting will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

15. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents **one month** after the incident.

Learners who have been bullied will be offered continuous support. The DSL will hold a formal meeting, on a **monthly** basis, to check whether the bullying has stopped – these formal meetings will continue to take place **once a month** until the Therapeutic Pastoral Lead and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in setting if bullying is repeated.

Learners who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Learners who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to the setting's Mental Health Nurse and/or CAMHS.

In cases where the effects of bullying are so severe that the learner cannot successfully reintegrate back into the setting, the Head of Provision and DSL will look to transfer the learner to another setting with the consent and involvement of the learner's parents.

Where a learner who has been the victim of bullying has developed such complex needs that alternative provision is required, the learner, their parents, the Head of Provision and DSL will meet to discuss the use of alternative provision.

16. Bullying outside of setting

Staff will remain aware that bullying can happen both in and outside of setting and will ensure that they understand how to respond to reports of bullying that occurred outside setting in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The Head of Provision has a specific statutory power to discipline learners for poor behaviour outside of the setting premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head of Provision the power to regulate learners' conduct when they are not on setting premises, and therefore, not under the lawful charge of a setting staff member.

Teachers have the power to discipline learners for misbehaving outside of the setting premises. This can relate to any bullying incidents occurring anywhere off the setting premises, e.g. on setting or public transport, outside the local shops, or in a town or village centre.

Where bullying outside setting is reported to setting staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the learner on setting premises, or elsewhere when the learner is under the lawful control of the member of staff, e.g. on a setting trip.

The Head of Provision is responsible for determining whether it is appropriate to notify the police of the action taken against a learner. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

17. Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Head of Provision and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain learners that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

- Considering whether there are wider cultural issues at play within the setting, e.g. whether setting culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

18. Monitoring, evaluation and review

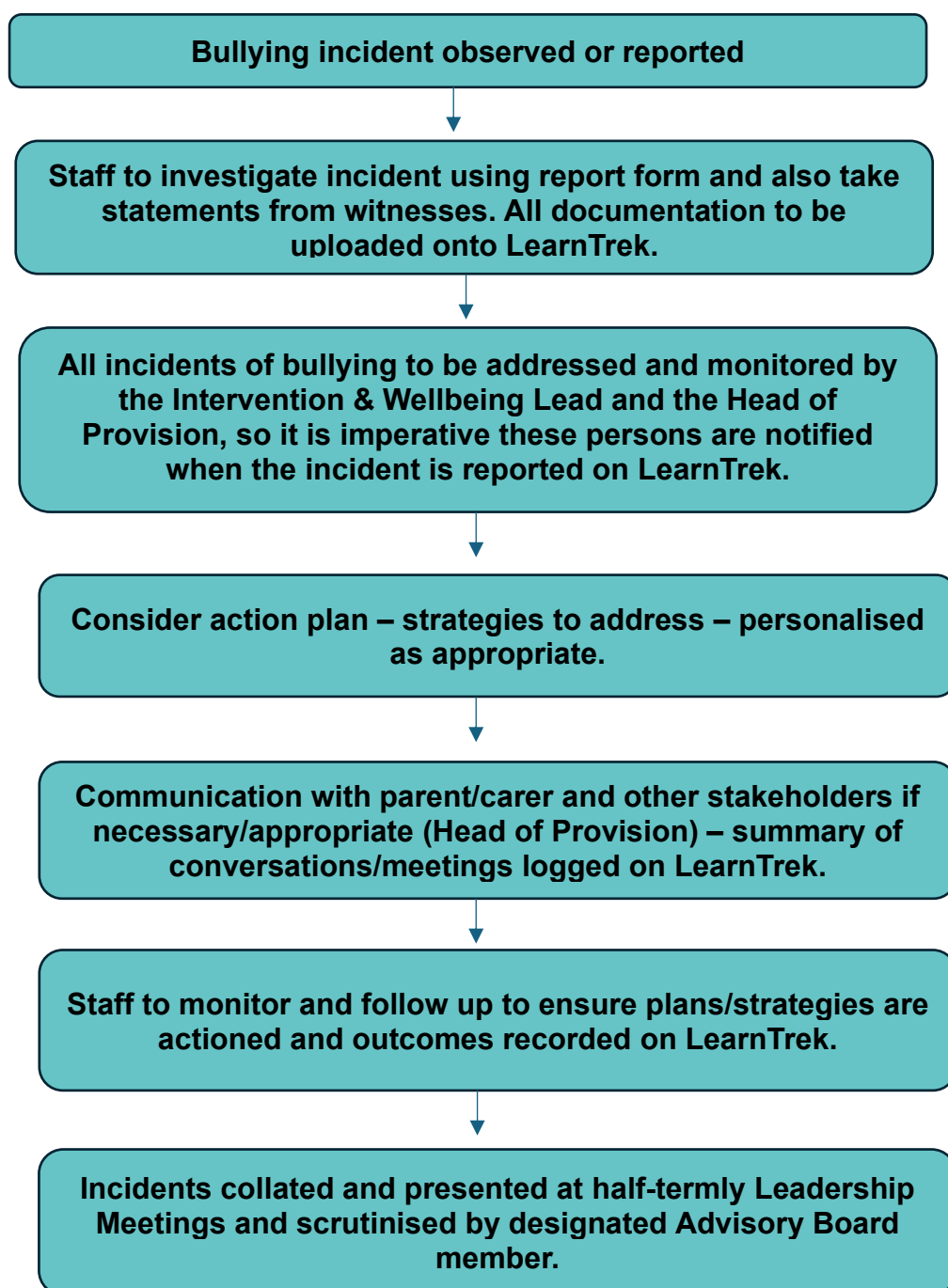
Creative Inclusion will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Setting.

19. Help Organisations:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

20. Creative Inclusion's Responses to Bullying Flowchart



21. Bullying Report Form

This form will be sent to the Head of Provision upon completion and uploaded to the learner's profile on LearnTrek.

Personal Details		
Name of person reporting the incident:	Name of person being bullied:	
Year Group:	Form Group:	
How might we contact you:	At Home <input type="checkbox"/>	In Setting <input type="checkbox"/>

Incident Details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim how often does the bullying take place?
According to the victim how long has the bullying been going on?