

## **Anti-Bullying Policy**

### **Definition of bullying**

Bullying is repetitive, willful and causes hurt or upset to another. Bullying may be physical, verbal, indirect or through electronic media.

### **Aims**

- Reflective School Support activities should be carried out in such a way as to reduce the chances of bullying or harassment of pupils or tutors occurring.
- Where bullying behaviour does occur, it should be swiftly recognised and dealt with.
- Reflective School Support recognises its responsibilities under the Equality Act 2010 to avoid wherever possible any bullying, harassment, or discrimination of anyone with regard to any protected characteristics.
- To provide support and coping strategies for young people who may have been subject to bullying behavior in the past.

### **Procedures**

As tuition will usually occur in a 1:1 situation there should be limited opportunity for bullying to occur. However, any concerns raised by pupils or parents should be listened to, investigated, and acted upon with recourse to the commissioner as appropriate. Incidents or reports should be noted on the record of a lesson and discussed with the DSL.

### **Encouraging tolerance and tackling discriminatory language or behaviour.**

The provision of PSHE as a part of the core curriculum for all students means that any signs of racist, homophobic, or sexist attitudes can be explored with pupils through planned lessons. Tutors should not tolerate bullying behaviour or attitudes that reflect prejudice, but this should be challenged in a sensitive and appropriate way that does not jeopardize the teacher- pupil relationship or the tutor's safety. Specific instances of e.g. discriminatory or racist language should be noted and dealt with via the Reflective School Support behaviour policy.

## Recording and Monitoring

Any incidents of bullying or harassment should be recorded and kept securely according to the Reflective School Support data protecting and information sharing policy. This may mean that information is shared as appropriate with other professionals involved with the pupil.



D.L. Barnes 25.8.19

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