



CONQUEST
CENTRE

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Conquest Centre

Anti-Bullying Policy

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Animals • Wellbeing • Nature • Connection

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ANTI-BULLYING POLICY

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ANTI-BULLYING POLICY

1. Policy Statement

Conquest Centre is committed to providing a warm, caring, and safe environment for all those that attend the Centre.

- Bullying of any kind is unacceptable and will not be tolerated at Conquest Centre;
- We take all incidents of bullying seriously;
- Bullying hurts;
- No-one deserves to be a victim of bullying;
- Everybody has the right to be treated with respect and anyone who is bullying others need to learn different ways of behaving;
- We cannot resolve the bullying if we do not know about it.

Conquest Centre acknowledges that bullying might happen from time to time – indeed, it would be unrealistic to claim that it does not. Should bullying occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with this Anti-bullying Policy. Anyone who knows that bullying is happening is expected to make it known to the staff. Note: Conquest Centre is unable to deal with bullying if the incident is not known about.

This policy has been written with reference to the DfE guidance on preventing and tackling bullying and should be read in conjunction with the Relationship Policy.

In order for anyone and everyone to achieve their best it is of central importance that Conquest Centre strives to provide an environment for all that is safe both physically and emotionally and is free from bullying.

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

2. Aims and Objectives of the Conquest Centre Anti-bullying Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implication of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to work in. All personnel at Conquest Centre have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with Conquest Centre Policy. It is intended that:

- Conquest Centre will provide a safe and caring environment. All staff and students will be made aware of their duty of care towards others and the need to promote well-being.
- Conquest Centre will meet the legal requirement to have an anti-bullying policy in place.
- Conquest Centre will work closely with other professional agencies to ensure that children and vulnerable persons stay safe.
- Bullying is unacceptable and will not be tolerated.
- All reports of bullying will be taken seriously. Staff and students will know that they must act in instances of bullying which are brought to them and must involve Conquest Centre management.

- Everyone will be listened to, operate within an open environment, will know it is 'OK' to tell as well as who and how to tell.
- Conquest Centre will create an environment to enable anyone to approach the staff should they have a problem.
- Everyone will be treated with respect.
- All Trustees, staff, volunteers, students, clients, and parents/carers will have an understanding of what bullying is and have access to the Anti-bullying Policy.
- All staff will swiftly follow the Anti-bullying Policy when bullying is reported.
- Everyone will know what to do if bullying is reported.
- Students, clients, and parents/carers will be assured that they will be supported when bullying is reported.
- A positive and caring ethos is created within Conquest Centre where everyone can work and express themselves free from the fear of being bullied.

3. Data Protection

Conquest Centre supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000.

Conquest Centre has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

Every member of Conquest Centre has an obligation to ensure that the information they process (use) is collected, maintained, and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Conquest Centre Data Protection Policy.

4. Disclosure of Information

Any use or disclosure of information held within Conquest Centre, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

5. Definition – What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- Bullying and unkindness whether physical or emotional are entirely unacceptable at Conquest Centre.
- Bullying can take many forms such as name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
- In particular it is noted that peer-on-peer abuse can be a form of bullying and, in line with Conquest Centre's Safeguarding Policy, any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead - refer to the Safeguarding Policy for further information on peer-on-peer abuse.
- Bullying will never stop if it is kept secret, and no one faces up to it. If someone is being bullied, it is to be reported to a member of staff. Conquest Centre guarantees that whistle-blowers who act in good faith will not be penalised and will be supported.

- It is important to recognise that there is culpability if anyone sees or is aware of bullying but does nothing about it. Neglecting to act makes the bystander complicit in the bullying. If anyone is aware of bullying happening at Conquest Centre, it should immediately be reported to a member of staff.

6. Prejudiced- Based Bullying and Protected Characteristics

Bullying behaviour may arise from prejudice relating to perceived or actual differences between people leading to dislike and hatred of individuals and groups and to behaviour and language that is racist, sexist, homophobic, biphobic, transphobic or discriminatory with regards to a person's beliefs, disability, relationship status or other aspects of their identity or perceived identity.

The Equality Act, 2010 supports progress on equality, particularly in relation to the protected characteristics, which include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation.

It is important to recognise that some characteristics not covered by the Equalities Act 2010 can also be subject to prejudice-based bullying as they relate to perceived or actual differences, such as children and young people who are care-experienced, are economically disadvantaged or who are Young Carers.

7. Behaviour Signs / Symptoms

Bullying manifests itself in a number of ways, changes in behaviour that may indicate that bullying is occurring may include:

- Unwillingness to attend at Conquest Centre;
- Displays of excessive anxiety, become withdrawn or unusually quiet;
- Failure to produce or participate in work;
- Belongings becoming damaged or go missing;
- Change to established habits;
- Diminished levels of confidence;
- Frequent requests for first aid with symptoms such as stomach-ache, headaches, cuts and/or bruises;
- Visible and unexplained cuts or bruises;
- Frequent absences, erratic attendance, late arrival, or requests to leave early;
- Choosing the company of others;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiences nightmares;
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or combination of these signs of bullying should be investigated by staff, parents, or carers. Incidents could fall into the following categories:

- Any kind of behaviour the victim is frightened to report;
- Bodily contact, which is aggressive and hurtful and is given without provocation;
- Persistent name-calling;
- Physical assault on persons and/or their property;
- Persistent teasing;
- Any form of exploitation or extortion;
- Persistent intimidation e.g. pushing and/or nudging.

8. Specific types of abuse / bullying

Physical abuse: Physical abuse may involve hitting, kicking, shaking, nipping, or pinching, biting, and hair pulling or otherwise causing physical harm to another person. There may be underlying reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including the possibility of the harm being accidental, before considering the next action or sanction to be taken.

Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault: Problematic and harmful sexual behaviour can involve one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. It is important staff is aware of child sexual violence and the fact children can, and sometimes do, abuse their peers in this way e.g. rape, assault by penetration and sexual assault.

Sexual harassment: i.e. 'unwanted conduct of a sexual nature' this can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names; sexual jokes or taunting. Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (consider the experience of the individual involved) and displaying pictures, photos, or drawings of a sexual nature.

Cyber-bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur inside and outside of Conquest Centre. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

- Cyber-bullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyber-bullying. Unlike other forms of bullying, cyber-bullying can affect a child for 24 hours a day and invade their personal space and even enter the 'safe' home environment.

- Cyber-bullying can easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene, or menacing, or false, used again for the purpose of causing annoyance, inconvenience, or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting: Sexting occurs when someone sends or receives a sexually explicit text, image, or video. This includes sending nude pictures, rude pictures, or nude selfies. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender, or sexual preference. Once the image is taken and sent, the sender loses all control of the image, and these images could end up anywhere. By having in their possession or distributing indecent images of a person under 18, young people may be committing offences under the Sexual Offences Act 2003. Schools to use advice given in UKCCIS Sexting in Schools and colleges.

Initiation/Hazing: Hazing is a form of initiation ceremony which may be used to induct newcomers into a school, sports team, group, or gang. Forms of initiation/hazing can vary from mild rituals to severe and violent ceremonies. This practice is intended to create a bond between the newcomer and the existing members and is often deemed a rite of passage. Rituals often involve some form of humiliation, embarrassment, abuse, or harassment.

Prejudiced Behaviour: The term prejudice-related bullying refers to a range of hurtful behaviour, both physically and emotionally, which causes the victim to feel powerless, worthless, excluded, or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. Specifically, prejudices surrounding disability, special educational needs, ethnic, cultural, or religious backgrounds, gender, home life (e.g. in relation to issues of care, parental occupation, poverty, and social classes) and sexual identity (homosexual, bisexual, transsexual and transgender)

Bullying related to special educational needs (SEN) and disabilities: Children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

Bullying related to appearance or health conditions: Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for

bullying behaviour. Perceived physical limitations, such as size and weight and other body image issues can result in bullying.

Bullying related to sexual orientation: Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual or transgendered (trans) person (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. People do not have to be lesbian, gay, bisexual, or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances: Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health, or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress, and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they're not living with their birth parents or because they have fallen behind in their studies. People may be heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or Sexual bullying: Sexist and sexual bullying affects both genders. Males may be victims as well as females, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness, and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Bullying Related to Race, Religion or Culture: Some surveys across the UK have found that a high proportion of bullied students have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where Black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying.

9. Preventative Measures

Use of CCTV cameras – see CCTV Policy
 Conquest Centre Code of Conduct
 Guidance and mentoring
 Staff training
 Thrive Approach
 Trauma Informed Approach
 Posters

Display materials around Conquest Centre

Vigilance of all

1:1 support as required

Guidance to all in relation to the use of IT and Mobile Phones

10. Action to be taken if Bullying has occurred or suspected

Reporting of anti-bullying instances are to be undertaken for each incident. Using MyConcern complete the following procedure:

- All those involved will complete statements, record details and link students on MyConcern.
- The person who has been bullied must be offered help within the pastoral structure of Conquest Centre or the establishment from which they belong.
- Each case must be dealt with discretely and sensitively.
- Any interviews or discussions must be recorded, and safely stored documents can be added to MyConcern.
- If the person being bullied is attached to a school or organisation other than Conquest Centre, their establishment must be contacted and made aware of the situation.
- Parents/carers of the individual must be contacted.
- Any follow-on action must be agreed with all party's cooperation.
- Each case will be dealt with on an individual basis.
- The 'Bully' will need counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour.
- The Centre Manager must be kept fully informed of cases of bullying and, in the more severe cases, appropriate remedial action be put into place.

11. Conquest Guidelines

What to do if an individual believes they are being bullied:

- Do not keep bullying to yourself.
- Tell a mentor or share the information with someone you trust.
- Refer to the Conquest Centre Safeguarding Policy.
- Document the incident on paper (preferably with your name and contact details) and ensure Conquest Centre staff receive the information.
- Should bullying re-occur, inform any Conquest Centre staff.
- Should the bullying be aimed at you:
 - o try not to show you are upset – that may help discourage the bully.
 - o Appear confident.
 - o Walk past if people call you unpleasant names.
 - o Walk away from the bully.
 - o Tell yourself you do not deserve to be bullied.
 - o Inform a member of Conquest Centre Staff at the earliest opportunity.
- Ensure social network sites are only accessible to invited friends.
- Block individuals on E-media.

What to do if you think others are being bullied:

- Inform the individual that they are doing the right thing if they inform on the situation.
- Contact a member of Conquest Centre staff and report the incident.

- Follow Conquest Centre's safeguarding procedures, report on MyConcern.
- Get the individual to document the instances of bullying and inform Conquest Centre management.
- Watch for signs – not wanting to attend Conquest Centre, not wanting to work with certain individuals, frequent minor illnesses, avoiding friends/people, bruising, torn clothing, possessions disappearing and becoming upset when using the internet or mobile phone.
- Listen to the individual and pick up on certain terms or verbal descriptions of potential bullying situations.
- Be aware of information and communication technology and familiarise yourself with safe practice.
- Should bullying have been identified, continue asking about the bullying to ensure that it has stopped.

12. Staff Responsibilities

Conquest Centre Management and staff have a primary responsibility of dealing with bullying incidents. In addition to the above they also have the responsibility to:

- Inform the individual reporting acts of bullying that they are doing the right thing to report it.
- Listen to all parties involved in the incident.
- Investigate incidents promptly and as fully as possible.
- Bullying must be reported as a safeguarding issue, using MyConcern.
- Log incidents of persistent bullying and identify the type/form of bullying on MyConcern.
- Share with the parent/carer/establishment of the victim and aggressor, incidents of bullying.
- Call upon the support of external agencies/police if and as appropriate.
- Monitor the situation over a period of time with the parent/carer/establishment and do not close until updates of monitoring of bullying has stopped.
- Promote the use of interventions which are least intrusive and most effective.
- Bring the instances of bullying to the board of Trustees and update as necessary.

13. Bullying Information, Support and Helplines

Childline: 0800 1111

NSPCC: 0800 800 5000

Samaritans: 08457 90 90 90

childline.org.uk – contains tips and resources for victims

bullying.co.uk – help and advice for victims, parents, and schools

nspcc.org.uk – help and advice for parents and families

Kidscape www.standuptobullying.co.uk Advice for parents and children about dealing with bullying.

14. Policy Review

The Centre Manager is responsible for monitoring and reviewing this policy. This policy will be reviewed annually. In addition, changes to legislation, national guidance, codes of practice or government advice may trigger interim reviews.

Appendix A – Advice for clients

The internet can be a fantastic resource, but it can also be a dangerous place if you don't keep yourself safe and secure online. It is important to remember that not everyone you may meet on the internet will be who they say they are. So, think very carefully about how you use the internet. Never give out your passwords or any private information for example. You must certainly never agree to meet anyone you've met online – always speak to your parents if you are asked to do so.

The internet is also a place where bullying can easily occur. You need to think very carefully about any of the pictures or videos that you post of yourself. This includes items that you may send via text message. If you ever receive any kind of abuse online you must tell someone about it, your parents, a family member, a teacher, or a friend for example.

If you're being bullied by phone or the Internet:

- Remember, bullying is never your fault. It can be stopped, and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible.
- Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to your carer or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- There's plenty of online advice on how to react to cyberbullying.

Text/video Messaging

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit www.wiredsafety.org.

If the bullying persists, you can change your phone number. Ask your mobile service provider.

Don't reply to abusive or worrying texts or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details. Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.

Text harassment is a crime. If the calls are simply annoying, tell a teacher, or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Phone Calls

If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you. Always

tell someone else: a teacher, key worker, or carer. Get them to support you and monitor what's going on. Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not. Use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting.

Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number.

If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails

Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so do not give them that satisfaction. Keep the emails as evidence. And tell an adult about them.

Never reply to someone you do not know, even if there's an option to 'unsubscribe'.

Replying simply confirms your email address as a real one.

Anti-Bullying Policy & Procedure

Web Bullying

If the bullying is on a website, tell a teacher or parent/carers, just as you would if the bullying was face-to-face – even if you do not actually know the bully's identity.

Serious bullying should be reported to the police - for example threats of a physical or sexual nature.

Your carer or teacher will help you do this.

Chat Rooms and Instant Messaging

Never give out your name, address, phone number, or password online. It's a good idea to use a nickname. And do not give out photos of yourself.

Do not accept emails or open files from people you don't know. Remember it might not just be people your own age in a chat room.

Stick to public areas in chat rooms and get out if you feel uncomfortable. Tell your carers if you feel uncomfortable or worried about anything that happens in a chat room.

Think carefully about what you write, do not leave yourself open to bullying. Don't ever give out passwords to your mobile or email