A screenshot of a video game

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**Anti-Bullying Policy**

**Reviewed 22.08.25: Jay Treacy/ Emily Wittering**

**To be reviewed by 1st Sept 2026**

**Aim**

Uneek Learning are committed to providing a caring, supportive and disciplined environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Uneek Learning. We have a **zero tolerance approach**, **meaning that we will not tolerate any form of 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. **We are a *TELLING* educational setting. This means that *anyone* who knows that bullying is happening is expected to tell the staff**.

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment, without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

We strive to ensure a safe environment for all through continual improvement, consultation, and education around bullying, conflict resolution and by celebrating diversity.

**Statutory duties of colleges/schools/ alternative education**

a) Head teachers/ Education leaders have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

b) Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so.

c) Colleges/schools also have a duty to “safeguard and promote the welfare of students‟ (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by students (“Safe to learn‟ DCSF 2007).

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who bully need to learn different ways of behaving. All education settings have a responsibility to respond promptly and effectively to issues of bullying.

**Definition of Bullying**

Bullying falls into 4 categories:-

1. ***Verbal*** – behaviours such as name calling, threats, sexual harassment, racist, sexist, misogynist, misandrist, homophobic, biphobic or other discriminatory words or remarks, insults or put-downs about someone’s appearance, culture, ability, identity, or perceived identity.

2. ***Emotional*** – behaviours that hurt people’s feelings, such as taunting, staring, intimidating, spreading hurtful rumours and excluding people from groups.

3. ***Physical*** – behaviours such as kicking, hitting, pushing, inappropriate touching, sexual violence, invading personal space, spitting, throwing things or damaging personal property.

4. ***Cyber bullying*** – behaviours as above but via internet, texts, forwarding or posting pictures or videos, forums or bulletin boards, instant messing and chat services on, iPhone, Android or other mobile devices, social networking sites such as Facebook, Instagram, SnapChat, setting up fake pages or accounts, hacking re-setting or using passwords inappropriately, bullying through online multiplayer games or games console interactive gaming headsets or other means of electronic communication.

Discrimination, unequal treatment or prejudice-based bullying toward any member of the school community will not be tolerated. This includes behaviours above directed at members of the school community based on their actual or perceived race, gender, sexuality, gender identity, ethnicity, religion, culture, class, asylum status, ability, appearance or other aspect of their identity.

Bullying and discrimination can occur between or among any members of the school community, including students, staff, parents, visitors and the wider community.

Bullying is a subjective experience and can take many forms and individuals have different experiences. However, bullying usually-

* Is repetitive, deliberate or persistent\*
* Is intentionally harmful whether carried out by an individual or group
* Has an imbalance of power, so leaving the person who is bullied feeling defenseless
* Causes hurt or harm to an individual

\*Some ‘one off’ incidents can be bullying if the threat or impact remains for the victim – if the victim fears the incident or further bullying could happen again

**Identifying and reporting concerns about bullying**

a) All concerns about bullying will be taken seriously and investigated thoroughly through Uneek Learning’s reporting procedures.

b) Students who are being bullied will often feel scared and not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, faking illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration and/or truanting from education.

c) Uneek Learning teaching and support staff access at least annual training and ongoing in house training so that they are able to respond to the signs of bullying and discrimination and will act promptly and firmly to investigate or respond in accordance with this policy.

d) Students who bully others also need support to help them understand and change their behaviour. Students who are aware of bullying (bystanders) can be a powerful force in helping to address it and will be encouraged to do so through targeted lessons in the PSHE curriculum and targeted ‘’What’s the Debate‟ topics.

e) All students are encouraged to report bullying and every student accesses a carefully planned PSHE curriculum to determine their own thoughts and experiences regarding bullying.

**Responding to reports of bullying**

Uneek Learning will take the following steps when dealing with concerns about bullying:-

a)If bullying is suspected or reported, it will be investigated promptly through ‘My Concern’ – a safeguarding and reporting staff software system. This helps early intervention by allowing staff to manage and prioritize concerns, delegate tasks, and share information securely.

b) A clear account of the concern will be obtained by staff and will be recorded on ‘My Concern’ safeguarding software. **If the member of staff feels this is a child protection matter in which case it MUST be passed directly to one of the Designated Safeguarding Persons- Jay Treacy, Paul Skyers, Emily Wittering., Sonya Raybould.**

c) Students and everyone involved will be interviewed and asked to write an account of the event. This will be held in line with Uneek Learning’s data protection policy/practice.

d) Other key staff will be kept informed of the incident and possible strategies/ measures that need to be taken. Parents/carers may be informed depending on the outcome of the investigation.

e) Where bullying occurs outside Uneek Learning (e.g. neighboring colleges/schools/alternative provisions), social care and the police will be informed about the concerns.

f) Incident statistics about numbers, patterns and recurrences will be monitored by the Senior Management Team at Uneek Learning (Jay Treacy / Emily Wittering) via ‘Myconcern’ software.

g) Confiscation of inappropriate items –

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain a pupil’s property and protects them from liability for damage to, or loss of, any confiscated items.

2. Power to search without consent for “prohibited items” including:

 \_knives and weapons

 \_alcohol

 \_illegal drugs

 \_stolen items

 \_fireworks

 \_pornographic images

This policy will be reviewed annually.

(Last reviewed August 2025. To be reviewed by 1st Sept 2026)