



# Purple Ruler Anti-Bullying Policy

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Free training materials: <https://learning.anti-bullyingalliance.org.uk/>

Resources: <https://anti-bullyingalliance.org.uk/>

## 1. Policy Statement

Purple Ruler is unequivocally committed to providing a nurturing, inclusive, and secure environment for all learners, ensuring they can engage in their educational activities free from fear and intimidation. Bullying of any form is deemed entirely unacceptable within our institution. Should instances of bullying arise, learners are assured that such incidents will be addressed promptly and with utmost seriousness. We are an organisation that promotes

transparency and proactive reporting; thus, it is incumbent upon anyone who is aware of bullying to report it to the appropriate personnel.

## **2. Purpose and Scope**

### **2.1 Objectives of this Policy is**

- To ensure that all learners, staff, and parents have a clear understanding of what constitutes bullying.
- To establish a comprehensive framework for the identification and management of bullying incidents.
- To ensure that all learners, staff, and parents are fully informed of the school's anti-bullying policy and the procedures to follow should bullying occur.
- To unequivocally demonstrate that bullying will not be tolerated and that it is the collective responsibility of our organisational community to prevent it.
- To provide a consistent and systematic approach to educating, preventing, addressing, and monitoring bullying.
- To foster an environment in which learners feel secure and are encouraged to report any form of bullying without fear of retaliation.
- To ensure that all members of the organisation and the community we serve understand their roles and responsibilities in the prevention and resolution of bullying.

**2.2** This anti-bullying policy is rooted in our core values of respect, integrity, compassion, and inclusivity. These values underpin our actions and decision-making processes, guiding us in creating a safe and supportive learning environment.

**2.3** This policy is applicable to all learners, staff, parents, and any individuals associated with Purple Ruler. It encompasses all forms of bullying, including physical, verbal, emotional, cyber, and any other behaviour that targets an individual or group.

### **2.4 Our Commitment to Learners**

- Every learner has the right to learn in a safe and supportive environment.
- Every learner has the right to be treated with respect and dignity.
- Every learner has the right to be protected from all forms of bullying and harm.

### **2.5 Our Commitment to Staff**

- Every staff member has the right to work in a safe and respectful environment.
- Every staff member has the right to be treated with respect and dignity.
- Every staff member has the right to receive appropriate training and support in dealing with bullying.

**2.6** Our goal is to cultivate a culture of openness, respect, and mutual understanding where bullying is actively discouraged, and positive relationships are promoted. Our culture underscores the significance of kindness, cooperation, and empathy among all members of the organisational community.

## 3. Legal Framework

**3.1** Purple Ruler's anti-bullying policy is aligned with the statutory requirements and guidance provided by the UK government and other relevant bodies to ensure the safety and wellbeing of all learners. This section outlines the legal framework that informs our approach to preventing and addressing bullying.

**3.2** Key legislations we have taken into account:

- **The Education and Inspections Act 2006** - Section 89 of the Act requires that schools must have measures in place to encourage good behaviour and prevent all forms of bullying among pupils. These measures should be part of the school's behaviour policy, which must be communicated to all pupils, school staff, and parents.
- **The Equality Act 2010** - The Act includes a Public Sector Equality Duty (PSED), which requires schools to eliminate discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations among all pupils. Schools must ensure that bullying does not occur due to any protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation.
- **The Children Act 1989** - This Act establishes the duty of schools to safeguard and promote the welfare of children. When bullying is suspected to cause or likely to cause significant harm, it must be treated as a child protection issue.
- **The Education (Independent School Standards) Regulations 2014** - These regulations mandate that proprietors of academies and other independent schools must have an effective anti-bullying strategy in place to prevent bullying as far as reasonably practicable.
- **Keeping Children Safe in Education 2024** - This statutory guidance outlines the responsibilities of schools and their staff in safeguarding children. It emphasises the importance of identifying and responding to bullying as part of broader safeguarding duties.
- **Prevent Duty Guidance** - Under the Counter-Terrorism and Security Act 2015, schools must have due regard to preventing individuals from being drawn into terrorism. This includes addressing bullying that might contribute to radicalisation.

**3.3** While bullying itself is not a specific criminal offence, certain behaviours associated with bullying can constitute criminal offences under various laws, such as:

- **The Protection from Harassment Act 1997**
- **The Malicious Communications Act 1988**

- **The Communications Act 2003**
- **The Public Order Act 1986**

Staff should seek assistance from the police if they believe that a bullying incident may involve criminal behaviour.

**3.4** This anti-bullying policy is integrated with other school policies, including:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Online Safety Policy
- Equality and Inclusion Policy

## 4. Definitions of Bullying

**4.1** To effectively prevent and address bullying, it is essential to have a collective, clear and comprehensive understanding of what constitutes bullying. This section defines the various forms of bullying, providing a foundation for identifying and responding to such behaviour within the Purple Ruler community. It is important that all staff members of Purple Ruler are well versed on the definitions of bullying and relational conflict, how to identify these behaviours and how to intervene when they encounter such situations that protects the well being of learners. It is also vital that the understanding of bullying and its differences from relational conflict is clearly understood by our learners in order for them to develop the necessary social skills to protect themselves from bullying.

**4.2** Bullying is defined as behaviour by an individual or group, **repeated** over time, that **intentionally hurts** another individual or group either physically or emotionally. It involves an **imbalance of power** where the victim has difficulty defending themselves. Bullying can occur in various forms and targeting different characteristics of an individual.

### Characteristics of Bullying:

<b>Imbalance of Power</b>	Perpetrators of bullying often use their physical strength, access to embarrassing information, or popularity to control or harm others.
<b>Intent to Harm</b>	Bullying is intentional; the perpetrator aims to cause distress or harm to the victim.
<b>Repetition</b>	Bullying behaviours are repeated over time, establishing a pattern of behaviour.
<b>Impact</b>	

Bullying affects the victim's emotional, physical, and psychological wellbeing, leading to feelings of fear, isolation, and low self-esteem.

**4.3 Relational conflict**, on the other hand, refers to disagreements or disputes between individuals or groups who perceive themselves to have equal power. Such conflicts are typically situational, arising from differing opinions, misunderstandings, or competition. Unlike bullying, relational conflict is not inherently about one party exerting power over the other; rather, it involves mutual disagreement where both parties are actively engaged in the dispute. Usually there is a willingness to make things right, to reflect on the cause of the conflict and moving forward to a resolution. However, if the conflict isn't resolved, it may lead to bullying.

### Key Differences between Bullying and Relational Conflict:

Characteristics	Bullying	Relational Conflict
<b>Intent</b>	The intent is to harm, intimidate, or control the victim. Bullying behaviour is deliberate and malicious, with the aim of causing distress.	The intent is usually to resolve a disagreement or assert a viewpoint. The behaviour is not necessarily aimed at causing harm but rather at addressing a specific issue or difference of opinion.
<b>Power Imbalance</b>	There is a clear power imbalance, with the bully holding more power (physical, social, or psychological) over the victim. This imbalance makes it difficult for the victim to defend themselves.	The individuals involved are generally on equal footing, with no significant power imbalance. Both parties have the opportunity to express their viewpoints and work towards a resolution.
<b>Frequency and Duration</b>	Bullying behaviour is repeated over time, creating a pattern of harassment or abuse. It is not a one-time incident but a sustained campaign of aggression.	Conflicts are typically isolated incidents that occur sporadically. While conflicts can recur, they do not form a consistent pattern of behaviour aimed at harming one party.
<b>Resolution</b>	The goal of bullying is not resolution but rather continued dominance and control. As such, bullying often escalates if not addressed effectively.	The goal is often to find a resolution that both parties can agree on. Conflicts can be resolved through negotiation, compromise, and effective communication.
<b>Impact</b>		

The impact of bullying is profound and long-lasting, affecting the victim's emotional, psychological, and sometimes physical wellbeing. Victims may experience anxiety, depression, and a decline in academic performance.

While relational conflicts can cause stress and discomfort, they are generally less damaging and more easily resolved. The impact is often temporary and can lead to growth and improved relationships when resolved constructively.

#### 4.4 Here are some examples of Forms of Bullying:

- **Physical Bullying** - Involves the use of physical force to hurt someone, including hitting, kicking, pushing, or any other form of physical aggression. Examples also includes: Punching, tripping, slapping, stealing or damaging belongings.
- **Verbal Bullying** - Involves the use of words to harm others, including name-calling, insults, teasing, intimidation, and threats. Examples may include: Spreading rumours, mocking, making derogatory comments about someone's appearance, abilities, or background.
- **Emotional (or Psychological) Bullying** - Involves actions that harm a person's emotional wellbeing and self-esteem. Examples include: Excluding someone from a group, spreading rumours, manipulation, or social isolation.
- **Cyberbullying** - Involves bullying through digital platforms such as social media, text messages, emails, or online forums. Examples include: Sending threatening or abusive messages, sharing harmful or private information online, creating fake profiles to humiliate someone.

#### 4.5 Here are some examples of targeting reasons for bullying:

- **Racist Bullying** - Involves targeting someone based on their race, ethnicity, or nationality. Examples include: Racial slurs, jokes, or insults, mimicking cultural practices in a derogatory manner, or excluding someone based on their racial background.
- **Homophobic and Transphobic Bullying** - Involves bullying based on someone's sexual orientation or gender identity. Examples include: Using derogatory terms related to sexual orientation, mocking someone's gender expression, or excluding someone based on their LGBTQ+ identity.
- **Sexual Bullying** - Involves unwanted physical contact or sexually abusive comments. Examples include: Sexual jokes, inappropriate touching, spreading sexual rumours, or making someone feel uncomfortable about their body.
- **Religious Bullying** - Involves targeting someone based on their religious beliefs or practices. Examples include: Mocking religious attire or rituals, using religious slurs, or excluding someone based on their faith.

- **Disability Bullying** - Involves targeting someone because of their physical, mental, or learning disabilities. Examples include: Mimicking someone's disability, making fun of assistive devices, or excluding someone based on their abilities.
- **Appearance Targeted Bullying** - Involves targeting someone for their appearance. Examples include: calling someone fat, short, ugly, making fun of the way they look.

**4.6** Certain groups of young people are more vulnerable to bullying than others due to various personal and social factors. It is essential to identify and understand these vulnerabilities to provide targeted support and interventions.

**4.7** Here are some groups who may be more vulnerable than others to bullying:

1. **Learners with Special Educational Needs and Disabilities (SEND)** - Learners with SEND may be targeted due to physical, sensory, or cognitive differences. They may have difficulty communicating experiences of bullying or may not recognise bullying behaviour.
2. **LGBTQ+** - Learners who identify as lesbian, gay, bisexual, transgender, or questioning are at higher risk of homophobic, transphobic, and biphobic bullying.
3. **Minority Ethnic and Religious Groups** - Learners from minority ethnic and religious backgrounds may face racism, xenophobia, and religious discrimination.
4. **Learners with Mental Health Issues** - Learners experiencing mental health challenges may be more susceptible to bullying and its negative effects.
5. **Learners with Care Responsibilities** - Young carers may be bullied due to their caregiving responsibilities and perceived differences from their peers.
6. **Learners from Economically Disadvantaged Backgrounds** - Economic disparities can make learners vulnerable to bullying based on their socio-economic status.
7. **Looked-After Children (Children in Care)** - Children in care may face bullying due to frequent moves and instability, as well as stigmatisation. Their stigmatisation may also be increased by how facilitators or adults treat them.
8. **New Learners and Those with Limited Social Networks** - Learners who are new to the school or have limited social networks may be more isolated and thus more vulnerable to bullying.

## 5. Online/Cyber Bullying

**5.1** As an online education provider, Purple Ruler is acutely aware of the unique challenges posed by cyberbullying. Cyberbullying is defined as bullying that takes place over digital devices like computers, smartphones, and tablets. It can occur through SMS, text, and apps, or online in

social media, forums, or gaming where people can view, participate in, or share content. Key characteristics include:

- **Anonymity:** Perpetrators can often remain anonymous, making it difficult to identify them.
- **Permanence:** Digital content can be shared widely and is often difficult to remove once posted.
- **24/7 Nature:** Victims can be targeted at any time, extending the bullying beyond traditional school hours.

**5.2** Our approach to preventing and addressing cyberbullying is guided by the following legislation:

- **The Malicious Communications Act 1988:** It is illegal to send electronic communications that are grossly offensive, indecent, obscene, or menacing with the intent to cause distress or anxiety.
- **The Communications Act 2003:** Section 127 makes it illegal to send messages via a public electronic communications network that are grossly offensive or of an indecent, obscene, or menacing character.
- **The Protection from Harassment Act 1997:** Provides protection from harassment, including online harassment, and allows for restraining orders to be placed on individuals who engage in such behaviour.
- **The Defamation Act 2013:** Allows individuals to take legal action if false statements made online cause serious harm to their reputation.

## 6. Impact of Bullying

**6.1** Recognising the signs and understanding the impact of bullying is crucial for early intervention and support. Bullying can have significant and far-reaching effects on victims, perpetrators, and the organisational community. Here are some potential impacts and signs of bullying Purple Ruler's facilitators must be aware of in order to take effective preventative measures and deal with bullying. This is also helpful information for parents to acknowledge.

### 6.2 Signs of Bullying

#### 1. Emotional Signs

- **Unexplained Changes in Mood:** Victims may exhibit sudden and unexplained changes in mood, including sadness, irritability, or anger.
- **Frequent Crying or Emotional Outbursts:** Regular episodes of crying or emotional outbursts can indicate underlying distress caused by bullying.

- **Loss of Interest:** A noticeable loss of interest in previously enjoyed activities or hobbies may signal that a learner is experiencing bullying.

## 2. Behavioural Signs

- **Avoidance of Attendance:** Reluctance or refusal to attend classes
- **Social Withdrawal:** Victims may withdraw from social interactions, isolate themselves, and avoid peer activities or friendships.
- **Aggressive Behaviour:** Some victims may display aggressive behaviour towards others, reflecting their frustration and helplessness.

## 3. Academic Signs

- **Decline in Grades:** A sudden drop in academic performance and grades can be a sign that a learner is being bullied.
- **Lack of Concentration:** Difficulty concentrating on schoolwork, appearing distracted or disinterested, may indicate the emotional toll of bullying.

## 4. Physical Signs

- **Unexplained Injuries:** Recurrent unexplained injuries, such as bruises, cuts, or scratches, may be a physical sign of bullying.
- **Frequent Illnesses:** Regular complaints of headaches, stomach aches, or other ailments without a clear medical cause can indicate stress-related issues.
- **Drastic Change in Appearance** - may be an indicating factor of eating disorders resulted from bullying.

## 5. Psychosomatic Symptoms

- **Sleep Disturbances:** Difficulty sleeping, nightmares, or changes in sleep patterns can be a symptom of the stress caused by bullying.
- **Eating Habits:** Noticeable changes in eating habits, including loss of appetite or overeating, may signal bullying.

## 6. Communication Signs

- **Reluctance to Discuss School:** Victims may avoid discussing school or specific incidents, indicating fear or discomfort.
- **Negative Self-Talk:** Expressions of self-doubt, worthlessness, or negative self-image can be signs of bullying.

# 7. Roles Involved in Bullying



### The Bully (Perpetrator)

**Characteristics:** The bully is the individual who initiates and carries out the bullying behaviour. They often seek to assert power and control over their victim through physical, verbal, or emotional abuse.

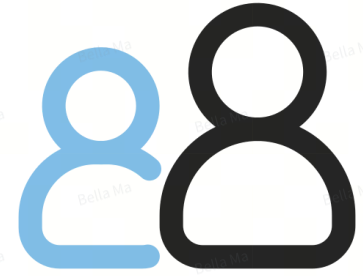
**Motivations:** Motivations can include a desire for dominance, a need for attention, or an attempt to cope with their own issues such as low self-esteem or personal problems.

**Behaviours:** Bullies engage in actions such as hitting, name-calling, spreading rumours, excluding others, or using digital platforms to harass their victim.



### The Victim (Target)

**Characteristics:** The victim is the individual who is targeted by the bully. They may be chosen due to perceived vulnerabilities, such as being different in some way, appearing weak, or lacking social support.



### The Assistant

**Characteristics:** Assistants actively help the bully carry out the bullying behaviour. They may not initiate the bullying but support and reinforce the bully's actions.

**Motivations:** Assistants may seek to align themselves with the bully to gain social status or avoid becoming targets themselves.

**Behaviours:** Assistants may join in the verbal or physical abuse, encourage the bully, or help in isolating the victim.



### The Defender



### The Reinforcer



### The Bystander

**Characteristics:** Defenders actively take a stand against bullying and support the victim. They play a critical role in disrupting the bullying dynamic and providing assistance to those targeted.

**Actions:** Defenders may intervene during bullying incidents, support the victim afterward, and report the bullying to facilitators or other authorities.

**Motivations:** Defenders are often motivated by empathy, a strong sense of justice, and the desire to protect their peers from harm.

**Characteristics:** Reinforcers provide positive feedback to the bully, often by laughing, cheering, or otherwise encouraging the bullying behaviour.

**Impact:** By reinforcing the bully's actions, these individuals contribute to the continuation and escalation of bullying. They create an audience that the bully seeks to impress.

**Behaviours:** Reinforcers may not actively participate in the bullying but show approval through their reactions, thus validating the bully's behaviour.

**Characteristics:** Bystanders are individuals who witness bullying but are not directly involved as perpetrators or victims. They can play a passive or active role in the situation.

### **Types of Bystanders:**

#### **1. Passive Bystanders:**

These individuals witness the bullying but do not take any action to intervene or report it.

Their inaction can be due to fear, indifference, or uncertainty about what to do.

#### **2. Active Bystanders:** These individuals take action to stop the bullying or support the victim. They may intervene directly, report the incident to authorities, or offer support to the victim.

**Impact:** Bystanders' actions or inactions can significantly influence the dynamics of bullying. Active bystanders can help stop bullying and support the victim, while passive bystanders may inadvertently empower the bully by not challenging the behaviour.

## **8. Preventative Measures**

*“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. - Department for Education - Preventing and tackling bullying, July 2017.*

At Purple Ruler, we believe learning is a crucial vehicle for preventing possible issues from developing into a more serious situation. Some preventative measures we take may include:

1. Ensure all staff who work in Purple Ruler, whether or not they engage in regulated activity, receive appropriate training and a clear understanding of the organisation's approach to behaviour management and anti-bullying approaches before deployment. Staff will receive frequent and regular training throughout their tenure with Purple Ruler to continuously be vigilant in tackling bullying and ensuring pupil's wellbeing.
2. Incorporating an education on relationships, social interactions, bullying, cyber safety etc into our curriculum, particularly utilising PSHE and Digital Functional skills courses to increase learners' understanding and knowledge of the different forms of human relationships and ways of dealing with them.
3. Promoting a safe environment for learners, encouraging the development of relationships built on trust between learners and facilitators, and between learners themselves.
4. Instil the importance of actively listening in our facilitators for when learners are disclosing a concern to promote a trusting relationship between the two groups.
5. To act on a reported incident proactively, to show that there's zero tolerance for bullying.
6. To promote positive behaviour in our learners and facilitators by encouraging them to demonstrate this by example. For both staff and learners to know what appropriate and inappropriate behaviours are through a set of codes and conduct.
7. To make sure the consequences of bullying reflect the seriousness of the incident, to follow the behaviour management policy when approaching inappropriate behaviour.
8. To make it easy for learners to report bullying so that they feel assured in knowing what to do in an incident.
9. Our lessons are also recorded for safeguarding purposes. These classes are monitored by a trained member of staff upon completion to support our anti bullying and safeguarding procedures.
10. We will work with the wider community including the police and children's services where bullying is particularly serious or persistent to send a strong message that there's zero tolerance for bullying at Purple Ruler.

## 9. Responding to Bullying Incidents

Facilitators and any monitoring staff should use the following protocols for responding to a bullying incident. This is to be used in conjunction with behaviour management, child protection and safeguarding policies and procedures.

### Immediate Actions:

1. Ensure all pupils involved are safe including bystanders.
2. Do you need to use the child protection and safeguarding policies and procedures?
3. Do you need to access any external support, eg the police?
4. Inform a member of management staff, and ask them to join the online class if necessary.
5. Speak to the victim
  - a. ensure them that this isn't their fault
  - b. they do not have to put up with bullying
  - c. ensure that they are okay and ask them about how they are feeling
  - d. discuss with the victim how they think it can be resolved.
  - e. Let them know that this incident will be reported to the DSL and the DSL may reach out to them to provide additional support.
  - f. speak to them via the individual chat function on the learning platform and let them know (a way to contact the facilitator discreetly to discuss the incident further)
6. Inform the victim of what you will do next.

### Recording and Reporting Procedures:

1. Record the details of the incident using the [INDIVIDUAL BULLYING INCIDENT RECORD FORM](#).
2. If the learner is referred to Purple Ruler via a school, the facilitator must also notify the DSL to send the relevant information to the school to get their involvement.

### Checking in with the victim:

1. The facilitator should check in with the learner regularly in their lessons and via (other ways of direct communication).
2. The DSL should check in with the school regularly to seek for their feedback if the learner was referred to Purple Ruler via a school.

### Reporting to Parents or Partnered School:

1. If the child is learning with Purple Ruler via a partnered school, we will follow the protocols in the Safeguarding policies to inform the DSL at the school, provide them with all the relevant information. This will allow the school to follow their own Anti Bullying and Child protection protocols, and inform the parents or guardians. Purple Ruler will corporate with the school, parents and guardians on the next stages of investigation or support for the child who was bullied and the perpetrator.
2. If the child is learning with us via LA referrals or independent enrolment, the DSL should make initial contact with the child's parent or guardian immediately, this should be via a phone call, if the DSL cannot get through, they should leave a voice mail and follow up with an email. They should include the following:
  - a. **Provide Details:** Clearly explain the situation, including what has happened, when and where it occurred, and who was involved. Focus on facts and avoid speculation.
  - b. **Describe Actions Taken:** Inform the parents of the immediate actions taken by the school to address the situation and ensure the child's safety. This includes any support provided to the child and steps taken to prevent further incidents.
  - c. **Discuss Next Steps:** Outline the ongoing support and intervention strategies that will be implemented to support the child. This may include counseling services, restorative practices, or adjustments to the child's learning environment.
  - d. **Open Communication:** Encourage parents to share any additional information or concerns they may have and to collaborate with the school on supporting their child.
  - e. **Follow-Up:** Arrange a follow-up meeting or phone call to discuss the child's progress and any further actions needed. Keep the lines of communication open to ensure ongoing support and monitoring.

### Reflection:

DSL and the Academic team should reflect on the incident and identify any indicators for a wider issue the organisation needs to address. For example, whether the staff needs to undertake further training, whether the policy or procedure needs to be updated, whether learners and parents must gain further awareness of bullying through communication, activities or events.

## 10. Support for Pupils

Learners are encouraged to use [bullying report form](#) if they are experiencing bullying. Learners can report incidents anonymously through this form, it is a safe place where learners can easily send in any concerns or worries they might have without concern. It aims to give learners a sense of security and confidentiality.

The submissions will be monitored and managed by the DSL. The DSL will respond to reports made by learners following the steps listed above where applicable, providing support and resolution strategies to the learner. The DSL will also arrange further investigations into the reports by working with the learner's facilitators or school if the learners are referred by a school where necessary.

## Guidance for Learners

### If you are being bullied:

**Report Immediately:** Inform an adult or someone you trust about the incident right away.

**Remove Yourself:** Exit the situation as quickly as possible.

**Stay Calm:** Try to remain calm and appear confident.

**Be Assertive:** Look the bully in the eye, and if you can, firmly tell them to stop and explain how their behaviour affects you.

### After you have been bullied:

**Inform Authorities:** Tell a facilitator or another trusted adult within the organisation. Alternatively, use The Safe Space Mailbox.

**Tell Your Family:** Inform your family about what happened.

**Seek Support:** If you're afraid to report alone, ask a friend to accompany you.

**Persist:** Keep reporting until someone takes action to stop the bullying.

**Self-Compassion:** Remember, you are not to blame for being bullied.

### When reporting bullying to an adult, be clear about:

**Details:** Describe what happened.

**Frequency:** State how often it has occurred.

**Involvement:** Identify who was involved.

**Witnesses:** Mention who saw what happened.

**Location:** Specify where the bullying occurred.

**Previous Actions:** Explain what you have already done to try to stop it.

### If you experience cyberbullying:

**Do Not Engage:** Do not retaliate or respond.

**Save Evidence:** Keep all messages or posts and do not delete them.

**Inform a Trusted Adult:** Let a trusted adult know about the bullying.

**Report to Service Provider:** Contact your service provider or check their website for reporting procedures.

**Block the Bully:** Use privacy settings to block or report the bully on social media platforms or messaging apps.

**Secure Accounts:** Ensure your online accounts are private and secure by updating passwords and checking privacy settings.

**Limit Sharing:** Be cautious about who you share your mobile number or email address with.

**Document Timing:** Record the exact time a threatening message was sent.

## Guidance for Parents

**If your child has been bullied:**

**Talk Calmly:** Discuss the situation calmly with your child.

**Document Details:** Make notes of what your child says, including details of who was involved, the frequency, locations, and events.

**Reassure Your Child:** Assure them that telling you was the right thing to do.

**Reporting Further Incidents:** Encourage your child to report any further incidents to a facilitator immediately.

**School Communication:** Arrange a meeting with the DSL to discuss the bullying.

**Explain Clearly:** Provide the facilitator with detailed information about the bullying.

**When discussing bullying with facilitators:**

**Stay Calm:** Approach the discussion calmly, keeping in mind that the facilitator may not be aware of the situation.

**Specific Information:** Provide specific details about what your child has reported, including dates, locations, and names.

**Action Plan:** Take note of the actions the school plans to take.

**Offer Assistance:** Ask if there's anything you can do to help your child or the organisation.

**Follow-Up:** Stay in contact with Purple Ruler to monitor the situation and report any further issues.

**If you are not satisfied with our response:**

**Check Policies:** Ensure that our anti-bullying policies are being followed.

**Escalate the Issue:** Schedule a meeting with the DSL and keep records of the discussion.

**Further Escalation:** If necessary or unsolved, speak to the Director.

**Complaints Procedure:** Refer to our complaints procedure available on our website or request a paper copy.

**If your child is bullying others:**

**Address Behaviour:** Talk to your child about their behaviour and explain why it is unacceptable.

**Discourage Aggression:** Prevent other family members from using bullying behaviour or aggression.

**Promote Positive Interaction:** Show your child how to interact with others without bullying.

**Work with School:** Meet with your child's facilitator to discuss the problem and collaborate on strategies to stop the bullying.

**Monitor Progress:** Regularly check in with your child about their behaviour at school.

**Encourage Positive Behaviour:** Praise your child when they show kindness and cooperation.

**If your child experiences electronic bullying:**

**Guard Personal Information:** Ensure your child is careful about sharing their mobile number and email address.

**Supervise Device Use:** Supervise your child's use of devices at home.

**Limit Device Access:** Avoid letting your child use devices in their bedroom, especially at night.

**Monitor Online Activity:** Regularly check what your child is accessing online.

**Social Media Vigilance:** Ensure your child knows and is comfortable with their social media contacts.

**Document Incidents:** Keep records of any threatening messages, including times and dates, and report incidents to the police if necessary.

## Other methods Purple Ruler may use to support pupils include the following:

1. In certain serious cases, we may develop a personalised individual support plan for the victim, that is tailored to their specific needs and circumstances. These plans may include regular check ins, counselling, or further academic support. It may also include parental involvement or the school's involvement where the learner is referred by a school.
2. Provide access to professional counselling to provide emotional support and guidance.
3. In suitable situations, we may present the idea of a companion system where an older learner can offer advice or guidance from their experiences.
4. Periodically, Purple Ruler will hold virtual social events and projects to encourage collaboration between learners, as well as facilitators. Working together will help to promote teamwork, mutual respect and understanding in our organisational community.
5. Periodically, Purple Ruler will organise workshops or anti bullying campaigns to raise awareness, discussions and debates around related topics such as the impact of bullying, online safety, relationships, conflict and resolution etc to promote awareness. These workshops also encourage young people to build their confidence and skills in managing interpersonal relationships that will hopefully be transferred to a wider community.
6. Work with perpetrators to understand the root cause of their behaviour. In cases where it is related to them potentially being victims of bullying or other forms of abuse, we will follow the child protection and safeguarding policies.

## 11. Consequences for Bullying

We will be following the sanctions policies in the [Purple Ruler Behaviour Policy 2024 - 2025](#) for learners who have bullied another learner. Please see details of this in the said policy. This may be as severe as long term suspension from online classes.

## 12. Working to Support Perpetrators

Supporting a child who has bullied others is a crucial aspect of preventing further incidents and fostering positive behavioural change. It is essential to address the underlying causes of the behaviour and provide the child with the tools and support needed to develop empathy and respect for others. The following steps outline the process for effectively supporting a child who has engaged in bullying.

The following process will usually take place after the incident has been address and any necessary sanctions are given.

## **Step-by-Step Support Process**

### **1. Initial Assessment**

- a. Begin by thoroughly reviewing the bullying incident. Gather detailed information from all parties involved, including the victim, witnesses, and the child who has bullied.
- b. Understand any underlying issues that may have contributed to the behaviour, such as family problems, previous experiences of being bullied, or peer pressure.

### **2. Engage in Dialogue**

- a. Have a private, non-confrontational discussion with the child who bullied. Explain the seriousness of their behaviour and its impact on others.
- b. Encourage the child to express their feelings and reasons behind their actions. Show understanding but maintain clarity about the need for behaviour change.

### **3. Parental Involvement**

- a. Communicate with the child' s parents or guardians to discuss the incident and the plan for addressing the behaviour.
- b. Work together with the parents to create a supportive environment both at home and in the organisational setting, ensuring consistent messaging and support for positive behaviour change.
- c. Along with the parent's support, create a support plan and monitor the child's progress to track the following steps. This is bespoke to the child and their circumstances. Not all of the following steps needs to be implemented, it can be customised based on their needs and the severity of the incident.

### **4. Restorative Practices**

- a. Organise restorative justice meetings where the child can hear from the victim about the impact of their actions and work towards making amends.
- b. Encourage the child to apologise and find ways to repair any harm caused, whether through verbal apologies or other restorative actions.

### **5. Skill Development**

- a. Provide training sessions or workshops to develop the child' s social and emotional skills, focusing on empathy, communication, and conflict resolution.
- b. Pair the child with a mentor or role model who can guide them in developing healthier relationships with peers.

## 6. Positive Reinforcement

- a. Recognise and praise any positive changes in the child's behaviour. Use rewards or privileges to reinforce good behaviour and interactions with others.
- b. Work with the child to set achievable behavioural goals and provide incentives for meeting them.

## 7. Ongoing Monitoring and Support

- a. Conduct regular follow-up meetings with the child to discuss progress and address any ongoing challenges. Adjust support strategies as needed.
- b. Provide continuous feedback to the child on their behaviour, highlighting improvements and offering guidance on areas that need further development.

## 8. Preventative Education

- a. Include the child in broader anti-bullying education programmes to reinforce understanding of the effects of bullying and the importance of respectful behaviour.
- b. Engage the child in activities that build empathy and understanding of different perspectives, such as role-playing and group discussions.

## 9. Document and Review

- a. Keep detailed records of the child's progress, interventions, and outcomes. Use this information to inform ongoing support and any necessary adjustments.
- b. Periodically review the effectiveness of the support strategies and make necessary changes to enhance their impact.

# 13. Roles and Responsibilities

Creating a safe and supportive learning environment is a collective effort that requires the involvement of the entire school community. Clear roles and responsibilities ensure that everyone understands their part in preventing and addressing bullying.

## 1. Learners

- a. Learners are encouraged to report any incidents of bullying they experience or witness to a trusted adult or through the "Safe Space Mailbox."
- b. Learners are encouraged to also report if they observe bullying happening to their peers, understanding that silence can contribute to the problem.
- c. Learners should treat all peers with respect and include others in activities, fostering an inclusive and welcoming online environment.

- d. Show empathy towards peers who might be experiencing bullying and offer support where possible.
- e. Learners are expected to understand the anti-bullying policy, including what constitutes bullying and the consequences of such behaviour.
- f. Adhere to the learner's code of conduct, particularly regarding the use of digital platforms and communication.

## **2. Staff**

- a. Regularly monitor online interactions and activities within the Purple Ruler learning platforms to detect any signs of bullying. Ensure that digital platforms are used responsibly.
- b. Maintain and promote accessible channels for learners to report bullying confidentially.
- c. Integrate anti-bullying education into the curriculum, including lessons on empathy, respect, and digital citizenship.
- d. Conduct workshops and assemblies to raise awareness about the impact of bullying and the importance of reporting it.
- e. Respond promptly and effectively to reports of bullying. Take necessary steps to investigate and resolve incidents.
- f. Offer support to both victims and perpetrators. Ensure that victims receive the help they need, and work with perpetrators to understand the impact of their actions and change their behaviour.
- g. Participate in ongoing professional development to stay informed about the best practices in bullying prevention and intervention.
- h. Regularly review and update the anti-bullying policy to reflect new research and insights.

## **3. Parents and Guardians**

- a. Maintain open lines of communication with their children. Encourage them to speak about their day-to-day experiences, especially concerning interactions with peers.
- b. Supervise their children's online activities and guide them on safe and respectful use of technology.
- c. Inform Purple Ruler of any concerns related to bullying, whether their child is a victim, perpetrator, or witness.
- d. Work collaboratively with Purple Ruler to resolve bullying incidents. Attend meetings and participate in developing strategies to support their child.

- e. Familiarise themselves with Purple Ruler's anti-bullying policy and discuss it with their children.
- f. Attend workshops and training sessions provided by Purple Ruler on bullying prevention and response.

#### **4. Management and Leadership Team**

- a. Ensure the anti-bullying policy is comprehensive, clear, and accessible. Regularly review and update the policy.
- b. Ensure consistent enforcement of the anti-bullying policy. Support staff in handling bullying incidents and ensure accountability.
- c. Demonstrate a commitment to a safe and inclusive school culture. Lead by example in promoting respect and kindness.
- d. Engage with learners, staff, and parents to promote a unified approach to bullying prevention.
- e. Allocate resources necessary for effective bullying prevention and response, including training for staff and support services for learners.
- f. Make sure that reporting mechanisms and support services are easily accessible to all learners.
- g. Partner with external organisations such as the Anti-Bullying Alliance, local mental health services, and law enforcement to enhance support and resources.
- h. Invite guest speakers and experts to provide additional insights and training on bullying prevention and digital safety.

## **14. Staff Training and Support**

**12.1** Effective prevention and response to bullying require that all staff members are well-trained and supported in their roles. As an online education provider, Purple Ruler is committed to equipping our staff with the knowledge and skills necessary to create a safe and inclusive learning environment.

**12.2** All new staff members, whether their role is in regulated activities or not, must undergo an induction programme that includes training on the anti-bullying policy, definitions of bullying, and the specific challenges associated with cyberbullying. This training ensures that staff understand Purple Ruler's commitment to preventing bullying and their role in this effort.

**12.3** Staff who engage in regulated activities and staff or management team members who will be closely monitoring and supporting those engaged in regulated activities must also undergo

further intensive training on anti-bullying, behaviour management, bullying prevention and intervention, reporting and supporting strategies before they are deployed.

**12.4** Staff who engage in regulated activities must complete and pass the modules that focus on anti bullying, cyber safety and behaviour management in their facilitator training programme.

**12.5** The reporting system should be made very easy for staff to access to report and follow up on any incidents.

**12.6** Workshops will be conducted to help staff further develop their skills in behaviour management and bullying prevention.

**12.7** The facilitator coordinator promotes support sessions for staff to work on stress management, promote self care and wellbeing in their workplace.

**12.8** Updated policies and procedures will be clearly communicated to all members of staff, where necessary, training sessions will be arranged to further clarify updated policies.

**12.9** The management and leadership team should demonstrate the same values and ethos when a member of staff expresses concerns about pupils or incidents that are outlined in this policy.

## 15. Monitoring and Review

Effective monitoring and regular review are essential to ensure that the anti-bullying policy remains relevant, effective, and aligned with best practices. Here are ways Purple Ruler will be conducting monitoring and reviewing processes for our anti bullying policies.

1. Maintain a secure, digital log of all reported bullying incidents. This log should include details such as the nature of the incident, the individuals involved, actions taken, and outcomes. This log is monitored by the DSL.
2. Ensure that the log is regularly updated by staff responsible for handling bullying cases. This ensures that all incidents are documented comprehensively and consistently.
3. The DSL will periodically analyse the collected data to identify patterns and trends in bullying incidents. Look for recurring issues, high-risk times, and vulnerable groups. Evaluate the impact of bullying prevention measures by comparing incident rates before and after the implementation of specific interventions.
4. We will conduct anonymous surveys to gather feedback from learners on their experiences with bullying and the effectiveness of the school's response. We will also regularly seek feedback from parents and staff to gain a holistic view of Purple Rulers' anti-bullying efforts and identify areas for improvement.

5. We will conduct a formal review of the anti-bullying policy at least once a year. This review should assess the policy's effectiveness and make necessary adjustments based on new research, feedback, and incident analysis, taking into account any updated legislations or government guidances.
6. Incorporate bullying prevention and response into management OKRs. These may include the number of reported incidents, response times, resolution rates, and satisfaction levels with the support provided.
7. We will develop and implement action plans based on the findings from monitoring and review processes. These plans should outline specific steps to address identified issues and enhance the overall effectiveness of bullying prevention measures.
8. Based on the review outcomes, update training programmes for staff to include new insights, tools, and strategies for preventing and responding to bullying.
9. We will encourage staff to participate in ongoing professional development opportunities related to bullying prevention, digital safety, and learner wellbeing.

## 16. Links to Other Policies

Safeguarding Policies

Behaviour Management Policies

Online Safety Policy

Staff Code of Conduct

Learner Code of Conduct

Equality and Inclusion Policy

Complaints Policy