POLICY TITLE	Anti-Bullying
VERSION NUMBER	1.0
APPROVAL DATE	01/11/2024
EFFECTIVE DATE	01/11/2024
POLICY AUTHOR	Rob Hughes & Hollie McFarlane
REVIEW DATE	01/11/2025
APPROVED BY	Vanessa Leach & Rob Hughes
STATUS	New
DISTRIBUTION	All company
REVIEW CYCLE	Annual

REVIEWS COMPLETED

ROLE	NAME	SIGNATURE	DATE
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Managing Director	Vanessa Leach		01/11/2024

DETAILS OF POLICY UPDATES

DATE	DETAILS

Anti-Bullying Policy

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1   INTRODUCTION

Tute is committed to fostering a safe, inclusive, and respectful online environment for all students. We believe that everyone has the right to engage in their education with Tute free from bullying, harassment, and discrimination. We aim to promote positive behaviour that contributes to a supportive and constructive community. We strive to actively promote positive behaviour among all students.

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Bullying at Tute is not tolerated.

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This policy outlines our stance on bullying, our procedures for addressing it, our commitment to promoting positive behaviour, and the responsibilities of all members of our community.

Tute is a [Core Member of the Anti-bullying Alliance](#) (ABA), a national coalition dedicated to eradicating bullying and promoting positive behaviour in educational settings. Our policies are developed in line with ABA's best practices and updated regularly to reflect the latest research and guidance.

As part of our commitment, we:

- **Participate in ABA-led initiatives**, including Anti-Bullying Week and national awareness campaigns.
- **Engage students** through ABA-endorsed peer support, digital safety initiatives, and restorative practices.
- **Offer parents access to ABA resources** to support their children in preventing and responding to bullying.
- **Review our anti-bullying policy** annually to ensure alignment with ABA's latest recommendations and best practices.

2   PURPOSE

This policy sets out our proactive approach to preventing, identifying, and addressing bullying, with a particular focus on the unique risks associated with online education.

The purpose of this policy is to:

- **Define bullying clearly**, including cyberbullying and prejudice-based bullying, to ensure all members of the Tute community can identify and respond to it effectively.

- **Outline preventative strategies** embedded in teaching, training, and culture, ensuring bullying behaviours are discouraged before they arise.

- **Empower students with knowledge and skills** to recognise, respond to, and report bullying using age-appropriate strategies.

- **Provide clear reporting mechanisms** for students, staff, and partners to ensure bullying concerns are logged, escalated, and addressed promptly.

- **Establish roles and responsibilities** for all members of the Tute community—including SLT, DSLs, teachers, staff, students, partners, and parents/carers—so that everyone contributes to a safe and supportive learning environment.

- **Strengthen collaboration** with commissioning bodies, ensuring they are fully informed and supported in addressing bullying concerns for their students.

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- **Ensure accountability** and continuous improvement by monitoring trends, reviewing interventions, and refining the policy annually to align with best practices and evolving student needs.

3   LEGAL FRAMEWORK AND COMPLIANCE

Tute's anti-bullying policy is informed by relevant UK legislation, which provides guidance on preventing and responding to bullying in educational settings, including online environments.

Education and Inspections Act 2006

The Education and Inspections Act 2006 gives schools and educational providers the authority to implement measures to prevent and respond to bullying. This includes:

- Encouraging positive behaviour and preventing all forms of bullying, including online.

- Recognising that bullying may occur outside of formal lessons, and considering appropriate actions in response.

- Supporting staff in addressing bullying incidents where appropriate.

Equality Act 2010

The Equality Act 2010 provides a framework to ensure individuals are protected from discrimination, harassment, and victimisation. In line with this, Tute aims to:

- Raise awareness of prejudice-based bullying and ensure that students feel safe and respected, regardless of their background or identity.

- Promote inclusion and encourage respectful interactions among all students.

Keeping Children Safe in Education (KCSIE) 2024

Tute refers to KCSIE 2024, which outlines expectations for safeguarding in education. This includes:

- Ensuring staff have awareness of bullying and online risks as part of their safeguarding responsibilities.

- Providing mechanisms so that students know where to seek support.

- Recognising that bullying concerns can be linked to wider safeguarding risks, requiring appropriate responses.

4   POLICY

4.1   Scope of the anti-bullying policy

Tute has distinct policies for students and staff, ensuring that bullying and harassment concerns are addressed appropriately within each group.

- **Anti-bullying policy for students** – This policy applies to peer-related bullying in the Tute learning environment, ensuring students are protected, supported, and empowered to report incidents. It focuses on preventing and addressing bullying that disrupts student wellbeing and engagement.

- **Anti-bullying and harassment policy for staff** – A separate policy governs staff interactions, addressing workplace bullying, harassment, and professional conduct. This ensures a safe, respectful, and professional work environment for all Tute employees.

Each policy should be referred to and followed accordingly. .

5   Preventing bullying

Tute takes a proactive approach to preventing bullying across all aspects of our provision. Prevention is embedded through:

- **Curriculum delivery**: Anti-bullying education is integrated into PSHE, SMSC, mentoring, and subject lessons, tailored by key stage. Themes include kindness, respect, online safety, diversity, and emotional wellbeing.

- **Behaviour expectations**: Every lesson begins with a slide outlining expectations for respect, participation, and safety. Students cannot interact with each other outside of the monitored lesson space.

- **Awareness campaigns**: Tute takes part in national events such as Anti-Bullying Week, Safer Internet Day, and Children's Mental Health Week, reinforcing key messages throughout the year.

- **Staff development**: All staff complete safeguarding and behaviour training

- **Safeguarding infrastructure**: Our safeguarding dashboard allows us to monitor bullying concerns over time, identify patterns, and respond strategically. Students flagged as vulnerable receive additional oversight.

- **Dedicated student resources**: available on the student hub

- **Parental guidance**: available on the [parent and carer hub](#)

6   Recognising bullying

Bullying is recognised as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. It can occur between individuals or groups, directly or indirectly.

Types of bullying:

- **Verbal** – Teasing, name-calling, threats, or offensive comments.

- **Social** – Exclusion, rumour-spreading, and public embarrassment.

- **Physical** – Hitting, pushing, spitting, damaging possessions.

- **Psychological** – Manipulation, intimidation, coercion, gaslighting.

- **Cyberbullying** – Harassment via messages, images, impersonation, or social media.

- **Prejudice-based** – Targeting protected characteristics under the Equality Act 2010, including race, gender identity, disability, religion, and sexual orientation.

Staff training includes identifying:

- Withdrawal or changes in student participation.

- Indirect or passive signs of distress.

- Patterns of negative interactions, including repeated platform removals or safeguarding concerns.

Students are taught the difference between banter and bullying, and how to challenge or report unacceptable behaviour. Particular care is taken to support students with SEND, SEMH, or safeguarding flags who may be more vulnerable or less able to express concerns.

7   Reporting bullying

Tute takes all reports of bullying seriously. Clear and accessible reporting channels are in place for both students and staff to ensure that all concerns are addressed promptly, whether they occur within Tute's provision or elsewhere.

7.1 Reporting bullying – students

Students are encouraged to report any incident of bullying they experience, witness, or are worried about. This includes bullying that happens during Tute lessons, in other settings, or online.

Students can report bullying through:

- Speaking to a teacher, mentor, or SSA during or after a live lesson.

- Visiting the Student Hub – [Staying Safe and Being Happy](#) page.

- Contacting Tute's safeguarding team directly at safeguarding@tute.com.

- Informing the person responsible for their provision (e.g. their school or Virtual School contact).

- Submitting an anonymous report form, available via the Student Hub.

All student reports are taken seriously and reviewed by the safeguarding team. Where bullying concerns occur outside of Tute's platform, we will pass this information to the commissioning body for further action.

7.2 Reporting bullying – Tute staff

All Tute staff have a duty to report any bullying they witness, suspect, or have disclosed to them, whether the concern is raised in a lesson or through out-of-lesson communication.

Staff should report concerns by:

- Logging the incident via Tute's safeguarding process for both student being bullied and the student alleged to be bullying.

- Contacting a member of the safeguarding team directly for advice or escalation.

- Notifying the DSL if the concern relates to multiple incidents, prejudice-based bullying, or has a wider safeguarding implication.

Staff should not attempt to investigate the incident themselves but must ensure all relevant details are passed to the safeguarding team, who will liaise with partners and initiate appropriate action.

8 Responding to bullying

Tute's role in responding to bullying is to:

- Support the student who has experienced bullying.

- Provide accurate information to the commissioning body.

- Maintain safe and respectful learning environments.

Although Tute does not conduct formal investigations into external or off-platform incidents, our response includes:

Review and triage
The safeguarding team reviews each concern within 24 hours. Severity, risk, and history are considered to determine the appropriate next steps.

Partner communication
Where bullying is suspected or disclosed, we inform the commissioning partner (e.g. school, local authority) to ensure action can be taken at source.

Student support

- Students experiencing bullying may receive mentoring, wellbeing support, or changes to provision to reduce distress.

- Students accused of bullying may be subject to increased monitoring, targeted behaviour reflection, or platform restrictions if appropriate.

Monitoring and escalation
All concerns are reviewed regularly at safeguarding meetings. Repeated patterns, new disclosures, or failures to improve result in renewed partner liaison and safeguarding action.

In cases where bullying poses a serious safeguarding risk, referrals may be made to external agencies such as social care, LADO, or the police.

9   Teaching students how to deal with bullying

We ensure that students are taught age-appropriate strategies for handling bullying, including:

1. **Recognising bullying**

   o   Helping students identify different types of bullying, including cyberbullying and prejudice-based bullying.

   o   Teaching students the difference between banter and bullying, ensuring they understand when behaviour crosses the line.

2. **Responding to bullying**

   o   Encouraging students to speak out and not suffer in silence.

- o Sharing de-escalation strategies, such as not retaliating and knowing when to seek help.

- o Providing guidance on blocking/reporting cyberbullies on online platforms.

3. **Seeking support**

- o Highlighting safe adults to report concerns to, including teachers, mentors, and the safeguarding team.

- o Encouraging peer support networks, where students look out for one another and report concerns.

- o Signposting external helplines and online support.

How this is delivered

Tute integrates bullying prevention and response education through:

- **Embedding anti-bullying education across all curriculums** – Ensuring that bullying prevention is reinforced in all subjects, where possible. This whole-curriculum approach ensures that bullying prevention is woven into everyday learning, promoting a culture of respect, inclusion, and digital responsibility.

- **Embedding equality, diversity, and inclusion (EDI) education** in the curriculum.

- **Enrichment programmes** – Social, Moral, Spiritual and Cultural (SMSC), Mental Health and Wellbeing and Online Safety programmes have lessons dedicated to staying safe online, emotional wellbeing, and responsible digital citizenship.

- **Live lesson discussions** – Addressing bullying-related topics in a way that is relevant and age-appropriate and encouraging open discussions about bias, stereotyping, and the impact of discriminatory behaviour.

- **Awareness campaigns** – Participating in Anti-Bullying Week, Safer Internet Day, Children's Mental Health Week.

- **Dedicated student resources**: available on the [student hub](#)

By equipping students with knowledge, confidence, and clear action steps, Tute ensures that all students feel empowered to address bullying in a safe and constructive way.

10 Further definitions

10.1 Cyber bullying (online bullying)

As an online education provider, Tute recognises that our students' school day is often primarily in a digital space, making cyberbullying a heightened risk. Tute takes steps to minimise communication outside of live lessons, but recognises, as with any education setting for any child or young person:

- Bullying can take place beyond the school day, making it harder to escape.

- Digital anonymity can embolden perpetrators.

- Harmful content spreads quickly and widely.

- Victims may feel isolated without immediate in-person support.

Tute is vigilant of the dangers of cyberbullying and is committed to proactive prevention, swift intervention, and providing support for affected students.

Tute actively works to prevent cyberbullying by:

- Embedding online safety and responsible online behaviour in the curriculum.

- Training staff and students on recognising and responding to cyberbullying and online safety.

- Collaborating with the Anti-Bullying Alliance (ABA) and other expert organisations to ensure best practices.

10.2 Prejudice-based bullying

Prejudice-based bullying occurs when bullying behaviours are motivated by biases, stereotypes, or discrimination against a person's protected characteristics as outlined in the Equality Act 2010.

Tute is committed to ensuring that all students feel safe, respected, and valued, regardless of their background, identity, or personal characteristics.

Types of prejudice-based bullying

Prejudice-based bullying can include, but is not limited to:

- **Racist bullying** – Targeting a student's race, ethnicity, skin colour, culture, or nationality.

- **Sexist and gender-based bullying** – Discriminating against students based on gender, gender roles, or gender identity.

- **Homophobic, biphobic, and transphobic (HBT) bullying** – Harassment based on sexual orientation or gender identity.

- **Disability-based bullying** – Mocking, excluding, or belittling students with SEND (Special Educational Needs and Disabilities) or medical conditions.

- **Religious or faith-based bullying** – Harassment due to a person's religion, faith, or belief system (including atheism or agnosticism).

- **Bullying related to socio-economic status** – Targeting students based on their family income, housing situation, or access to resources.

11 Roles and responsibilities

To ensure the effectiveness of this policy, all members of the Tute community have a responsibility to promote a safe, respectful, and inclusive learning environment. Each group plays a key role in preventing, identifying, and addressing bullying behaviours.

Senior Leadership Team (SLT)

- Oversee policy implementation and effectiveness, ensuring alignment with best practices and safeguarding requirements.

- Support staff with training, guidance, and resources to handle bullying concerns appropriately.

- Review and update anti-bullying initiatives annually to maintain their effectiveness.

Designated Safeguarding Lead (DSL) and Deputy DSL

- Act as the points of contact for all bullying-related concerns and safeguarding matters.

- Ensure that all reports of bullying are taken seriously, recorded, and escalated where necessary.

- Work closely with commissioning bodies and external agencies to support students affected by bullying.

- Provide training and guidance to staff on recognising, responding to, and preventing bullying.

Teachers

- Model positive behaviour and respect in all interactions.

- Foster an inclusive and supportive learning environment that discourages bullying.

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- Recognise early signs of bullying and address concerns in line with Tute's policy.

- Ensure students know how to report bullying and feel safe doing so.

- Reinforce anti-bullying messages through lesson discussions and curriculum content.

Staff (Including support and administrative staff)

- Promote a culture of kindness, inclusion, and respect across all interactions.

- Respond to and report any bullying they witness or are made aware of.

- Direct students to the appropriate reporting channels for bullying concerns.

- Maintain confidentiality and professionalism when handling bullying reports.

Students

- Treat peers with kindness, respect, and fairness.

- Report bullying if they experience or witness it, using the appropriate channels.

- Support peers affected by bullying and act as positive bystanders.

- Engage in anti-bullying initiatives, awareness campaigns, and discussions.

Partners (commissioning bodies)

- Work collaboratively with Tute and families to address bullying concerns.

- Support students affected by bullying, ensuring they have access to additional interventions where necessary.

- Maintain open communication with Tute regarding student wellbeing and behavioural concerns.

- Provide feedback and insights to help improve anti-bullying practices.

Parents and carers

- Encourage respectful and positive behaviour at home.

- Maintain open conversations with their child about bullying and emotional wellbeing.

- Work in partnership with Tute and commissioning bodies to address bullying concerns effectively.

- Support their child in accessing guidance and external resources when needed.

12 External support resources

Tute recognises that bullying, particularly cyberbullying, can have a lasting impact on students' mental health, wellbeing, and academic progress. As part of our commitment to creating a safe online learning environment, we provide access to external organisations that specialise in bullying prevention, online safety, and emotional support.

Students, parents, and staff are encouraged to access these resources for guidance, reporting assistance, and emotional support:

- **Anti-Bullying Alliance**

  - Provides expert resources, policy guidance, and campaign materials to help tackle bullying in all forms - www.anti-bullyingalliance.org.uk

- **Kidscape**

  - A charity offering **practical advice, workshops, and tools** to help young people, parents, and educators prevent bullying - www.kidscape.org.uk

- **NSPCC / Childline**

  - Provides **24/7 confidential support** for young people experiencing bullying or abuse.

    - **Helpline:** 0800 1111

    - **Website:** www.childline.org.uk

- **Thinkuknow (CEOP)**

  - Offers online safety advice, cyberbullying prevention resources, and reporting tools for young people and parents - www.thinkuknow.co.uk

- **UK Safer Internet Centre**

  - A hub for online safety tips, parental controls, and digital wellbeing guidance to protect young people from online risks - www.saferinternet.org.uk

- **YoungMinds**

  - Mental health support for young people dealing with the emotional effects of bullying - www.youngminds.org.uk

Tute is committed to ensuring that students and families have access to both internal and external support to help them navigate bullying incidents effectively. These organisations provide additional

expertise, reporting mechanisms, and emotional assistance, ensuring that every student has somewhere to turn for help.

13 ANNUAL REVIEW

The anti-bullying policy will be reviewed on an annual basis.