



Anti-Bullying & Peer Abuse Policy

H. Houlth

SIGNED - HILARY HOULT (GOVERNOR)

Ratification Date: -

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individuals matter.



Rationale

Bullying can be defined as wilful behaviour by one or more people that produces damaging or hurtful effects, physically or emotionally, to any individual. It can include physical assault, verbal taunts, racial or sexual harassment, and may include the use of modern technologies such as e-mail and text messaging. It is deliberate and often repeated.

Examples of bullying behaviours:

- Physical** - pushing, kicking, hitting, pinching, chasing or following when not part of a game, any threats of violence, threats, 'ganging-up', deliberately spoiling others' games
- Verbal** - name-calling, spreading rumours, persistent teasing, swearing at.
- Emotional** - tormenting, threatening ridicule, humiliation, belittling, exclusion from groups or activities
- Racist** - name calling, negative taunts, reference to negative stereotypes, graffiti, gestures relating to a person's ethnic origin or race
- Homophobic** - use of anti-gay names, taunting, exclusion from groups
- Sexist** - may use gendered terms or stereotypes in a negative or derogatory way
- Disability discrimination** - bullying which focuses negatively on someone's particular needs, for instance their hearing impairment. This also includes invisible disabilities e.g. Autism
- Cyber bullying** - the use of text, the internet, social media to consciously put another person under stress

Bullying of any sort is unacceptable and will not be tolerated at Bents Green Specialist School.



Objectives of this policy

- To create an ethos where students learn within a positive and supportive environment
- To help students to develop empathy, understanding and social skills to reduce the occasions where bullying behaviour exists and positive behaviours are the norm
- To have in place a curriculum, which provides opportunities for pupils to consider bullying and how to respond to it
- To reduce and eradicate wherever possible instances in which children and young people are subjected to bullying in any form
- To establish appropriate means of providing after-care should an incident of bullying occur
- To provide a learning environment free of any threat or fear

This policy should be read in conjunction with the following policies:

- Safeguarding and child protection policy
- Behaviour and reward policy
- Positive Handling policy



Roles and Responsibilities

Students are expected to:

- act in a respectful and supportive manner to their peers
- report incidents of bullying to staff as soon as possible
- refrain at all times from any behaviour which would constitute bullying or could be construed as bullying behaviour
- put right any relationships which have become negative

Parents/carers are expected to:

- Stress to their children the importance of appropriate sociable behaviour
- Communicate to school any concerns regarding bullying that their child has shared with them
- Support the school if it is necessary to apply sanctions to their child.
- attend meetings where requested to discuss their child's behaviour and how to support positive changes to it
- monitor and support their child's internet usage

Tutor Teams are expected to:

- Look out for and attend to any incidents that they observe or that are brought to their attention
- Listen sympathetically and with empathy
- inform parents and seek their support in resolving the situation
- provide support for both the victim and the bully
- record all incidents of bullying and racism on a significant incident form
- ensure that HLTA's and the Senior Leadership Team are made aware of all incidents of bullying in a timely manner (on the day of the incident)
- closely monitor any students where there are concerns about bullying
- use recording systems to monitor the effectiveness of interventions: significant incident forms, log books, RAG charts
- support students to understand friendships and bullying through quality teaching and learning opportunities
- Use incidents as a teaching opportunity supporting students to understand the difference between right and wrong and the need for consequences

HLTA's are expected to:

- Undertake all of the tutor team expected actions
- Ensure that incidents involving bullying are passed to the Senior Leadership Team
- Ensure students at risk are protected through appropriate staffing arrangements for break times and lunch breaks



The Headteacher is expected to:

- Implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying
- report to the governing body about the effectiveness of the anti-bullying policy on request, and through the head teacher's report
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- Ensure that the school participates in the 'anti-bullying week' raising the profile throughout the school
- Ensure that an appropriate curriculum and visual supports are in place to reinforce the messages that bullying is wrong, for example PSHE lessons, circle times, poster and displays
- Ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying
- Ensure a school climate of mutual support and praise for success, so making bullying less likely
- Review any incidents of bullying and support the schools safeguarding team and class teams in identifying and implementing appropriate action

Governors are expected to:

- Monitor the recorded incidents of bullying
- conduct a formal investigation into the processes and procedures carried out by the school and ascertain the appropriateness of these, in the event of a complaint being made about the school's handling of alleged bullying





Approach/Policy Content

Bents Green Specialist School manages incidents which constitute bullying, in line with the ethos of the schools' behaviour policy.

We recognise that the learning difficulties of some of our students means that their social skills and maturity may make them more vulnerable to being bullied and to carrying out bullying behaviours. Their level of understanding which makes a behaviour 'deliberate' may be less well developed than others of a similar age. All investigations of any issue or incidents of bullying should be mindful of this whilst treating the situation fairly and fully.

Bullying behaviours tend to stem from occasions of being a victim of bullying – children copy what they have experienced. Consideration will therefore be given to both the victim and the bully so that both are supported to a more positive position.

The strategies used to deal with any incident should help improve the future behaviour of those involved rather than be solely punitive.



Dealing with Bullying:

When bullying is seen/reported:

- The bully/bullies will be faced with their behaviour, challenged about it and the impact of their actions made clear
- Parents of both the bully and the victim will be informed. Where appropriate parents will be invited into school to discuss further support/ action needed.
- Where possible, the bully should offer an apology to the victim
- An appropriate consequence will be decided upon, this will depend on the severity and frequency of the incidents but could include:
 - Missed break times
 - Temporary or permanent move to a different class
 - Missed rewards
 - Internal / fixed term exclusions (to be allocated only by the Head Teacher
 - Community police officer to be invited in to talk to bully/bullies
- Where appropriate liaison will take place with other agencies to identify appropriate strategies to reduce negative behaviours towards others (social care, CAMHS)
- Individual support plans will be reviewed to ensure that appropriate action is in place to reduce the incidents of bullying
- The victim should be reassured and supported. No victim should accept bullying. Victims may be advised on how to challenge, report and possibly avoid bullying in the future

Monitoring and Evaluating

The effectiveness of this policy will be reviewed through the systematic process of whole school self-review and evaluation. This process will use the following evaluation tools:

- Lesson Observations
- Analysis of behavioural data and incident logs
- Interviews and surveys of pupils', staff and parents' views
- Learning Walks