Anti-Bullying Policy

Policy Title	**Anti-Bullying Policy**
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Links with other school policies
Behaviour Principles
Positive Behaviour and Positive Handling Policy
Safeguarding Policy
Mobile Phone and Device Policy
SEN and Disability Policy
PSHE and Relationships and Sex Education Policy
Complaints Policy
Allegations of Abuse Against Staff Policy
Communication Policy and Protocols

Introduction

Undershaw is an independent specialist school where children from Year 3 to Post 16 with mild to moderate learning difficulties and additional needs, such as ASD, cerebral palsy, hemiplegia, and medical vulnerabilities can access the national curriculum and qualification pathways in a safe, secure, and friendly environment. Many of our students have found the pace of mainstream schooling particularly challenging and may have experienced barriers within their educational journey.

At Undershaw we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."
DfE Preventing and Tackling Bullying 2017

Principles that underpin the policy
For pupils who experience bullying that:
• They are heard (their 'voice' can be shared through verbal and written communication or through a peer / adult advocate).
• They know how to report bullying and get help.
• They are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
• Steps are taken to help them feel safe again.
• They are helped to rebuild confidence and resilience.
• They know how they can get support from others.

For pupils who engage in bullying behaviour that:
• Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
• They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.

• They will learn how they can take steps to repair the harm they have caused.
• They will have any safeguarding issues, around their circumstances, addressed.
• Schools are aware of other circumstances and situations that may be influencing the child's behaviour.

For schools:
• The whole school community is clear about the anti-bullying stance the school takes.
• Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
• Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
• All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
• The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
• Curriculum opportunities are used to address bullying.
• Peer support systems are in place to prevent and respond to bullying.
• The school promotes safe play areas with high supervision levels.
• All staff are aware, and model positive relationships.
• The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
• Inclusive values are promoted and underpin behaviours and school ethos.

For parents/carers:
• They are clear that the school does not tolerate bullying.
• They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn and are clear about the complaint's procedure.
• They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
• They are clear about ways in which they can support the school regarding the anti-bullying policy or procedures.

Policy Development
This policy was formulated in consultation with the whole school community with input from; Members of staff, governors, parents/carers, and students.

Pupils contributed to the development of this policy through the school council, surveys/questionnaires, peer mentors, tutor time discussions and PSHE lessons. The School Council, along with support from the SALT team developed a student friendly version of the main policy, to be displayed in all students form rooms.

Parents/Carers will be encouraged to contribute by: taking part in written consultations, online surveys, parent meetings, parent focus groups producing a shorter parent's guide.

How policy sits in line with the school Behaviour/Relationships Policy
Scope of this policy:
Bullying of students within school.
Bullying of students outside of the school, where the school is aware of it.

Bullying of staff /adults* by students.
Bullying of students by staff / adults, within or outside of school.
Bullying of staff / adults, by staff / adults within or outside of school.
*By adults, this refers to volunteers, visitors, or outside agencies.

Roles and Responsibilities
The **Headteacher** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority, and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–Bullying Coordinator in our school is: James Lindsay

Claire Cookson is our nominated Governor with the responsibility for Anti-Bullying.

Their responsibilities are:
• Policy development and review involving pupils, staff, governors, parents/carers, and relevant local agencies.
• To ensure policy and procedures are in line with "Working Together to Safeguard Children" (2023) and "Keeping Children Safe in School" (2023)
• Co-ordinating strategies for preventing bullying behaviour.
• Implementing the policy and monitoring and assessing its effectiveness in practice.
• Ensuring evaluation takes place and that this informs policy review.
• Managing bullying incidents.
• Managing the reporting and recording of bullying incidents on CPOMs.
• Working with the DHT (Pastoral) in assessing and coordinating training and support for staff and parents/carers where appropriate.

Definition of Bullying

DfE definition of bullying from 'Preventing and Tackling Bullying' (July 2017)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines bullying as:
"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." 2021.

An incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
• There is a deliberate intention to hurt or humiliate.
• There is a power imbalance that makes it hard for the victim to defend themselves.
• It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying.)

• Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Specific types of bullying include:
• **Physical**, e.g., kicking, hitting, taking and damaging belongings.
• **Verbal**, e.g., name calling, taunting, threats, mocking, offensive remarks, homophobic language, sexual
or gender orientation negative comments.
• **Relational**, e.g., spreading nasty stories, gossiping, excluding from social groups, producing offensive graffiti. Controlling behaviour and intimidation.
• **Cyber**, e.g., inappropriate texts, e-mails, picture/video clip, Instant Messaging (IM), social media or gaming. Sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media.

Groups that are more vulnerable or at risk of being bullied:
• Pupils from a different race, religion, or culture
• Pupils with special educational needs or disabilities
• Pupils who have a different sexual orientation
• Pupils who have a different gender orientation
• Young carers or looked after children.

Bullying can take place between young people; young people and staff/adults; between staff/adults' individuals or groups.

Whole school approaches for preventing bullying
All staff at Undershaw promote positive behaviours through our tutor, house and pastoral systems. We are a small school where Kindness and Respect are two of our *Undershaw Values* and are celebrated across the school. We empower pupils to 'be heard' and celebrate student voice across the school, in lessons, the PSHE curriculum, tutor time and assemblies. We promote a proactive approach to enabling ALL pupils to be able to talk and share, and to find an appropriate way to communicate/disclose any bullying behaviours through the self-referral system. In addition to staff, we have a large student leadership team across every curriculum area, a buddy system and a student council that actively share student concerns and address them every week in their meetings.

As part of our ongoing commitment to the safety and welfare of our pupils we at Undershaw have developed the following approaches to promoting positive behaviour and discouraging bullying behaviour.

• Restorative Approaches
• Involvement in National Anti-Bullying week annually (usually in November)
• Wellbeing Week
• PSHE Curriculum
• Specific lessons and programmes around e-safety and online safety
• Structured Tutor Times
• Assemblies
• Student voice - Active student council, curriculum leaders & peer mentors
• Parent events
• Breakfast and homework clubs
• Playground buddying
• Lunchtime enrichments

- Regular parent communication
- Regular Staff training and development for all staff (internal and external)
- Counselling and/or Emotional Therapy
- National Online safety Certified School
- Carnegie Centre of Excellence Mental Health in Schools Award – in progress

Developing and promoting Resilience and Emotional Well being
Undershaw School we:
- Adopt a solution-focused approach – involving and including all parties.
- Ensure a pupil voice – we take time to listen to and speak with our students & provide student-friendly literature and information
- Prioritise pastoral systems
- Provide two learning Mentors
- Run social skills groups
- Facilitate peer mentors/buddies
- Prioritise emotional support and therapy
- Have a school therapy dog in training - Pepper
- Have two dedicated Family Liaison Officers to support families.

Reporting and Responding to Bullying
Our school has clear and well publicised systems to report bullying for the whole school community this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). This will also include incidents that occur outside of the school grounds and cyber bullying.

The System of Reporting-for different sectors of the school community:
Children and young people in school:
- Talking to any member of staff/peer mentor
    - They can talk to their tutor team, the pastoral team, a DSL, a family support worker, any member of the teaching, therapy or support staff.
- Completing a student self-referral form online (via Microsoft Forms)
- Via a self-referral box.

In all cases they will be listened to and this will be recorded (on CPOMS) for their concerns to be actioned.

- Parents/carers: talking to a member of staff (face-to-face, email, phone call).
- All staff and adults: talking to any member of staff/governor etc.
- Bystanders: talking to any member of staff/governor.

All referrals should be made with consideration of the [Allegations of Abuse Against Staff Policy](#)

Procedures
At Undershaw School we have developed a consistent approach to recording and monitoring bullying incidents in our school and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

The following steps will be taken:
- Interviewing all parties and recording all information and follow up actions on CPOMs.
- Informing parents by phone or email, in line with our Communication Policy and Protocols.

Depending on the circumstances, we will respond as appropriate to the situation and support all of those involved. This may include:

- Reference to and adaption of Individual Positive Behaviour Support Plans (IPBSP)
- Solution-focused, restorative practices (facilitated by the tutor team or a member of the Pastoral or Safeguarding Teams)
- Sitting with a member of staff to reflect on the behaviour
- Apologising
- Repairing of any damage caused
- Catching up missed learning
- A telephone call to the student's parents/carers to discuss the behaviour
- Individual work with students involved
- A meeting with parent/carer to discuss and review the IPBSP
- Referral to outside agencies if appropriate
- Reference to the Positive Behaviour and Positive Handling Policy
- A meeting with parent/carer to review current provision
- A fixed term exclusion, see Positive Behaviour and Positive Handling Policy
- In the most serious cases, contacting the Police

Follow up of an incident, is recorded on CPOMS and IPBSPs are reviewed at regular intervals. All parties are kept up to date in line with our Communication Policy and Protocols whilst conserving confidentiality.

Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Policy

Recording Bullying and Evaluating the Policy
Bullying incidents will be recorded by the member of staff who deals with the incident, on CPOMS, as soon as possible, on the day of the incident. This will be notified to and held by the Anti-Bullying coordinator James Lindsay. All CPOMs are monitored closely by the Pastoral Team and actioned by them or the tutor team of that student. The Head of Pastoral Care has the responsibility of monitoring all records of behavioural incidents on CPOMs and liaises regularly with the DHT (Pastoral) to review ongoing incidents. DHT Pastoral will quality assure CPOMS activity and oversee significant incidents of bullying, physical violence & exclusions.

If there is a bullying complaint from an adult/visitor within the school, they need to contact the Head Teacher and/or the chair of governors for the allegation to be investigated see Allegations of Abuse Against Staff Policy

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive and harmonious ethos across the school community.

Appendices and Reference Documents and Related Policy/Guidance
• National Documents: Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014) Prevent duty guidance - GOV.UK (www.gov.uk)
• Surrey documents: ABCM Model Policy; Resources and Support
• School documents: Child/Parent-friendly policy

Other Useful websites
www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

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