



Yewstock School

# Anti Bullying Policy

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# Yewstock School Anti-Bullying Policy

## Introduction to Yewstock School

### *Mental Health and Wellbeing Statement:*

*Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.*

*All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.*

*Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.*

Yewstock School is a day Community Special School for children and young people from 4 to 19 years with Profound and Multiple, Moderate, or Complex learning difficulties. Many of our young people also have communication difficulties, physical disabilities or medical needs, social, emotional and mental health issues, or be on the autistic spectrum.

## Policy Rationale and Objectives

At Yewstock School, we are committed to creating a culture of mutual respect where the bullying of adults, children or young people is not tolerated in any form. We strive to create an inclusive, supportive environment where everyone feels safe and valued and is able to reach their potential. We know bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing and the emotional development of children. We also understand that there may be complex reasons why children or adults bully others, and that perpetrators, as well as victims, need to be treated in a positive and constructive manner. This policy, which has been adopted with the involvement of the whole school community, outlines what we do to prevent and tackle all forms of bullying.

## Links with other school policies

This policy links with other school policies including:

- Allegations policy

- Behaviour Support policy
- Complaints policy
- Child Protection policy
- Code of Conduct policy (staff)
- Confidentiality policy
- Equal Opportunities policy
- Exclusion policy
- E-safety and Acceptable Use Policies (AUP)
- Relationships, Sex Health Education policy
- Safeguarding policy
- Sexting policy
- Single Equality policy

### Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as those covering relevant criminal and civil law. These include the following:

- Children's Act 1989
- Communications Act 2003
- Education Act 2002
- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education 2016
- Malicious Communications Act 1988
- Protection from Harassment Act 1997
- Public Order Act 1986
- Working Together to Safeguard Children 2015

### Responsibilities

- It is the responsibility of the headteacher to oversee the development of this policy, to communicate it to the school community and to arrange any appropriate training to enable staff to deal with bullying.
- The Designated Safeguarding Lead (DSL) has overall responsibility for ensuring that the policy is applied appropriately.
- The PSHE lead is the anti-bullying champion, and is responsible for ensuring an appropriate relationships curriculum and organising any anti-bullying events.

- Governors are responsible for approving the policy and monitoring its implementation. The named governor responsible for anti-bullying will report on a regular basis to the governing body on any incidents of bullying, including outcomes.
- All staff have a responsibility to support and implement the policy in accordance with their role.
- We work in partnership with parents/carers to support their children's understanding of anti-bullying and to deal with any incidents in an appropriate manner.
- We expect all pupils to abide by the policy, according to their understanding, and a child- and SEN-friendly version is available to support them.

## **Definition and types of bullying**

There is no legal definition of bullying; however, it can be defined as "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Bullying can happen to anyone and can take many forms:

- Physical bullying eg hitting, kicking etc, damaging property or taking belongings
- Verbal and emotional bullying eg name calling, making offensive or derogatory comments, gossiping, excluding, spreading rumours, threatening
- Sexual bullying
- Cyberbullying – bullying behaviours which happen online eg sending offensive, upsetting or inappropriate messages, photos or videos

## **Preventing bullying**

Our emphasis at Yewstock School is to create an environment where bullying will not occur. We do this in a variety of ways:

- Taking a holistic approach to education which emphasises the personal, moral, social and spiritual development of our pupils.
- Following the Dorset STEPS ethos of behaviour management: a nurturing approach which is based on building positive relationships and modelling appropriate behaviour. It focuses on developing internal, rather than imposing external, discipline and relies on care and learning, rather than punishment.
- Dealing with any incidents of hurtful behaviour immediately and sympathetically, so that they do not escalate into bullying.
- Endeavouring to keep our School Values (Show respect; Be kind, caring and considerate; Communicate well; Find joy in learning; Strive for excellence) at the forefront of everyone's mind through posters, assemblies and work in class etc.
- Developing positive attitudes and behaviours through PSHE and circle times: building self-esteem and resilience; understanding healthy and respectful relationships; how to stand up for oneself and others in a positive and assertive way; valuing difference and tackling

prejudice and intolerance; managing friendship issues; how to identify and respond appropriately to bullying.

- Holding anti-bullying events.
- Learning about positive and responsible use of technology and social media.
- Drawing up class agreements to encourage appropriate and considerate behaviour.
- Developing a supportive environment for staff as well as pupils, including our work towards the Wellbeing Award for Schools.
- Ensuring that everyone feels that they have a voice and are listened to, and fostering a culture of openness. We try to instill in pupils the importance of talking about their feelings and problems with a trusted adult and of speaking out if they see or are aware of any hurtful behaviour, including bullying. Some classes may have a worry box or use another appropriate strategy to encourage this. We also have an active Pupil Voice forum.
- Staff modelling appropriate behaviour.
- Adequate supervision of pupils, including at lunch and break times
- Good relationships and communication with parents and carers. Additional help is offered to families by our Family Support Advisor.

## **Responding to bullying**

Any incident of bullying will be dealt with thoroughly and proportionately. The precise nature of the response will be guided by the context of the situation and all involved, but our approach is outlined below:

- The school will act immediately to stop the incident and ensure that no-one is at risk of immediate harm.
- Most incidents of bullying would be dealt with by in the first instance by the class teacher, or teachers, of the pupils involved, or by the appropriate Key Stage Leader. In more serious cases, the incident would be logged on My Concern, and the headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff would take the lead.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. Other services, including early help or children's social care, will then be contacted if a child is felt to be at risk of significant harm.
- Any incidents related to protected characteristics (eg racist, sexist, or homophobic bullying) will be recorded and reported to the Headteacher.
- In cases of cyberbullying, the person being bullied will be encouraged to keep evidence (eg screenshots) of the bullying activity to assist any investigation. Appropriate steps would be taken in order to collect evidence and remove offending material from circulation eg looking at use of the school computer system, working with the service provider, or confiscating and searching pupils' electronic devices in accordance with the law, our Mobile Phone and Sexting Policies and the DfE document 'Searching, Screening and Confiscation' (Jan 2018).

- Where the bullying of or by pupils takes place outside school, we will work with parents and carers and other professionals to ensure that the concern is fully investigated and appropriate action taken. If necessary, the DSL will collaborate with other schools.
- The police may be contacted if a criminal offence has been committed, or if it is felt that the perpetrator is at risk of committing offences.
- A clear and precise account of bullying incidents will be recorded on My Concern, including details of decisions and action taken.
- The school will ensure that parents and carers are kept informed about the concern, and action taken, in line with our child protection and confidentiality policies.
- Progress will be reviewed, by the senior member of staff dealing with the incident, to check that the bullying has stopped, that the victim feels safe and adequately supported, and that the perpetrator has been supported to modify their behaviour. Where appropriate, pupils and their parents or carers concerned will record their views by filling in an evaluation sheet. (See Appendix)

### **Supporting pupils**

The school will offer a proactive, supportive and problem-solving approach, guided by the particular situation and the different pupils' needs. We will aim to ensure that pupils who are the victims of bullying are (and feel) listened to, included and safe, and that pupils involved in bullying others are helped to behave in a more acceptable way and to form positive friendships.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the incident and their feelings with their teacher, a designated safeguarding lead, or a member of staff of their choice. Appropriate communication aids or techniques will be used as necessary. Taking account of their communication needs, they would be reassured that they did the right thing in talking about the issue and are in no way to blame for it.
- Being offered the opportunity to be involved in discussions. This could be a one-to-one discussion with the perpetrator, mediated by an adult, or a group session with the child or children that bullied them, bystanders and other chosen pupils in order to find a satisfactory resolution. If they do not feel comfortable or are unable to do this, they may be given the opportunity to express their feelings through the adult involved.
- Offering information about how to respond to any future concerns. In the case of cyberbullying, this may include advising them not to retaliate or reply and teaching them how to employ relevant e-safety measures.
- Providing ongoing support in school to work towards restoring self-esteem and confidence and to build resilience eg regular sessions with a member of staff, setting up a buddy or peer-support system, ELSA support, or talking to the School Counsellor.
- Where necessary, working with other organisations to provide further or specialist advice and guidance eg Early Help or Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).
- If necessary, extra supervision will be put in place to ensure that the pupil feels safe.

Pupils who have been involved in bullying will be supported by:

- Helping them to learn from the incident and to develop more positive behaviours, in accordance with our behaviour support policy. This is likely to involve one-to-one sessions with a member of staff, who will use appropriate techniques and strategies to allow them to engage with and respond to this learning, eg PECS, social stories, or comic book stories. They may also be asked to talk with the pupil they bullied, mediated by an adult, or take part in a group session, depending on the wishes of the victim. As well as the pupil doing the bullying, we would also try to ensure that any bystanders involved are supported to know how to respond to such incidents appropriately.
- Using protective consequences if necessary to reduce risk eg limiting access to particular resources, being escorted when moving between classes, or having breaks at different times.
- Informing parents or carers so that they can support in helping their child to understand and change their behaviour.
- Employing a short 'Repair and Restoration' period away from peers, if necessary, for staff to focus on helping them learn from the experience, so that they are then able to reintegrate into the class in a more positive way.
- Adjusting provision if needed. If additional time is needed to plan for this, a temporary exclusion may be applied.

### **Supporting Adults**

We recognise that the bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied, whether in or outside school, will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Discussing how to respond to concerns.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support, including further or specialist advice and guidance from local or national organisations as appropriate.

Adults who have perpetrated bullying will be dealt with by:

- Discussing what happened with a senior member of staff and/or the headteacher.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.
- Discussing ways of accessing support to help them to change their behaviour.

### **Working with parents and carers**

We understand the vital role that parents and carers play in helping to ensure that Yewstock is a place where bullying is not tolerated. We will give them the opportunity to take part in the development of our anti-bullying policy and will make the final version available through our website, as well as in the school office. We will also ensure that parents and carers know who to contact if they are worried about bullying, including issues outside school, and where to access independent advice. We will also make sure that parents and carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.

### **Monitoring and review**

This policy will be reviewed by the PSHE lead and LMT, in consultation with the Governors, as part of a rolling programme of policy review. We will regularly monitor and evaluate our procedures to ensure that the policy is being consistently applied, and any issues identified will be incorporated into the school's action planning. The Headteacher will provide data to the Governing Body in relation to any instances of bullying recorded and the actions taken. This will help the Governors to monitor the impact of this policy over a period of time (usually one year). Prior to any amendment or review of the policy, feedback will be sought from the staff and pupils.

**This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equity, equality of opportunity and foster good relations for all.**

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Anti-bullying Network: [www.antibullying.net](http://www.antibullying.net)
- Beatbullying: [beatbullying.org.uk](http://beatbullying.org.uk)
- Act Against Bullying: [www.actagainstbullying.com](http://www.actagainstbullying.com)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Parentline Plus 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Bullying UK (part of Family Lives): [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Office of the Children’s Commissioner: [www.childrenscommissioner.org.uk](http://www.childrenscommissioner.org.uk)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE ‘Advice for parents and carers on cyberbullying’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardo’s LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)