

Anti-bullying policy

This policy is concerned with how The Rise School deals with bullying.

Policy author: Hannah Clements – Head of Behaviour and Welfare

Policy owner: Sarah Roscoe – Head Teacher

This policy is to be implemented by:

- teaching staff.

This policy is addressed to:

- teaching staff
 - pupils
 - other relevant stakeholders.
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This policy should be read in conjunction with the following policies:

- Behaviour for Learning Policy
- Equality and Diversity Policy
- E-Safety in teaching & learning policy.

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Guidance & procedures

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1. Statutory duty of schools

- 1.1 Head teachers have a legal duty to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable.

Bullying – Don't Suffer in Silence – an anti-bullying pack for schools

This important issue and these procedures have to be brought to the attention of staff, parents and pupils and the wider school community.

- 1.2 This policy has been drawn up in light of the guidance from the Department for Children, Schools and Families' *Safe to Learn: Embedding anti-bullying work in schools*, September 2007.
- 1.3 There are various legal requirements on and powers for schools that relate to bullying. In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's Behaviour policy. This policy must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

2. Aims

- 2.1 At The Rise School we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious, whether physical or emotional. Any behaviour that adversely affects the well-being of another will not be tolerated. Staff at the school strive to ensure an environment where no forms of bullying can thrive and any behaviours that are bullying can be dealt with immediately and effectively. All issues of bullying must be addressed to ensure all pupils can fully benefit from the opportunities available at The Rise School. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.
- 2.2 Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school. Reports of bullying will always be taken seriously.
- 2.3 The aims of the school's anti-bullying strategies and intervention systems are:
- to prevent, de-escalate and/or stop any continuation of harmful behaviour
 - to react to bullying incidents in a reasonable, proportionate and consistent way
 - to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
 - to apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

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3. Definition

- 3.1 *Safe to Learn: Embedding anti-bullying work in schools* defines bullying as, 'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'.
- 3.2 Examples of unacceptable bullying behaviour include:
- Physical (including sexual) assault
 - Verbal abuse, by name calling, teasing or making offensive remarks
 - Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail
- 3.3 Pupils can be bullied for a variety of reasons – and for no reason. Specific types of bullying may be related to:
- race, religion or culture
 - special educational needs or disabilities
 - appearance or health conditions
 - sexual orientation
 - home circumstances – for example, young carers or looked-after children
 - sexism or be sexual in nature.
- 3.4 Bullying can take place between pupils, between pupils and staff, between staff and parents or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.
- 3.5 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become hypervigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Advocates for the pupils **must** report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils to express their feelings. Pupils' communications must be listened to.
- 3.6 The Rise School staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

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4. Implementation

The Rise School staff

- 4.1 We employ a range of strategies to try to prevent bullying, taking into account the needs of our pupils for whom the concept of bullying (as a 'deliberate act carried out with the intention of causing distress to another') is unlikely to exist. With a diagnosis of autism pupils generally have poorly developed reasoning and problem solving abilities affecting their understanding of cause and effect. However pupils may express their anger and frustration in an inappropriate physical or verbal manner. The inability to empathise with others and difficulties interpreting another's tone of voice or body language can also lead to adverse reactions. Some pupils may target a weaker pupil because of the impact on adults – that is, gaining attention. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same.

The way staff members deal with such incidents of aggression should take account of all round needs.

Top down strategies

- 4.2 These include:

- ensuring that all pupils are appropriately supervised
- ensuring that all members of staff are familiar with the policy
- watching for early signs of distress and where pupils are able to communicate, listen to what they are saying
- ensuring that appreciation and respect for all cultures are promoted
- ensuring that all pupils have the means to communicate, where verbal communication is challenging.

Bottom up strategies

- 4.3 These include using group activities to promote appropriate behaviour.

- 4.4 The following steps should be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head Teacher
- the Head Teacher will interview all concerned and will record the incident
- relevant staff and parents/carers will be kept informed and if the problem persists a multi-disciplinary problem solving meeting will be convened.

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Pupils

- 4.5 Bullying behaviour or threats of bullying must be dealt with immediately – that is, the bully must be removed from the group.
- 4.6 Pupils who have been bullied will be supported by:
- immediate support and reassurance
 - restoring self-esteem and confidence.
- 4.7 Pupils who have bullied will be helped by:
- being informed in a suitable way that their behaviour is inappropriate and must stop
 - discovering more about the situation to help restore positive behaviours
 - informing parents/carers to help change the behaviour of the pupil.
- 4.8 At The Rise School we aim to use positive methods to create and restore appropriate behaviours.
- 4.9 Disciplinary action is rarely thought to be the right choice within our environment, although the possibility of sanctions and the use of exclusions may be necessary in very unusual circumstances.
- 4.10 Positive behaviours, social skills and emotional well-being are promoted within the curriculum, Registration, group social skills sessions, assemblies and subject areas, as appropriate. Circle Time and assemblies are also used to help eradicate negative behaviours.

5. Monitoring, evaluation & review

- 5.1 The school will review this policy every three years and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through feedback in Pupils' Reviews. The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff at The Rise School are aware of their responsibilities and how to implement them.

6. Equal opportunities

- 6.1 Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's

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culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Review: Biennially

Next review: September 2018

Ratified	Signed by Chair of Governors
28 th September 2016	

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