Anti-Bullying Policy

Contents:

Bullying in any shape or form will not be tolerated as it is entirely contrary to the values and principles by which we operate. Both staff and young people have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

1 – Mission Statement

Our mission is to enable young people with Autism and other needs to reach their full potential by building resilience and removing social and emotional barriers to educational achievement. The school actively promotes positive interpersonal relationships between all members of the school community and is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is a key factor.

2 - Our Principles

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- Wolfdale School will endeavour to support and educate perpetrators
- Wolfdale School will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

3 - Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014). Typically bullying occurs where there is an imbalance of power or perception of vulnerability.

Bullying can include: name calling, mocking, making offensive comments; physical attack; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. The same inappropriate and harmful behaviours expressed via any digital devices (cyber bullying) are also included in the definition of bullying

4 - Forms of Bullying

Bullying can happen to anyone, however Wolfdale School acknowledges, that due to the nature of the difficulties children at the school face there is an increased risk that they may be victims of, or perpetrators, of bullying behaviour. This policy covers all types of bullying and focuses on the protected characteristics from the Equality Act 2010:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Homophobic, Biophobic and Transphobic (HBT)

The school also acknowledges additional risk factors that increase the likelihood of bullying such as;

- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology –"cyber bullying"

5 - Typical Behaviours Associated with Bullying

Here are examples of typical bullying behaviours that may be encountered

Physical (including Property	Verbal	Psychological Actions (Silent & indirect)	Cyber-Bullying
Pushing Hitting Pinching Kicking & Damaging Stealing & hiding personal property Intimidation	Name Calling Shouting Teasing Insulting Threatening Racist, homophobic, , Biophobic,	Social Exclusion Leaving someone out Not talking to them Spreading Rumours Rude Gesture Staring Deliberate irritation	The use of information and Communications technology (ICT) to deliberately Upset. Online or Digital abuse Upskirting or Sexting

Physical aggression	Transphobic, ableist or sexist language		

6 - Peer on Peer Abuse

All staff should be aware that children can abuse other children, which includes bullying (often referred to as peer on peer abuse). The types of abuse identified above can occur between peers including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should understand, that even if there are no reports in the schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should report to the DSL or Deputy DSL.

At the school, the children often display behaviours difficulties in anxiety and crisis which may often appear to be targeted to other children. Individual Positive Support Plans will identify if such responses are common for the child and responses are given.

Such behaviours regardless of diagnosis are not acceptable and staff should always make a record of such behaviours. The school adopt a Reflection process to encourage them to learn from actions taken to make better choices in the future.

Peer on Peer abuse can take the form of Bullying which is referred to within this policy as "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014), staff report concerns of the victim and perpetrator direct to a DSL.

Students at Wolfdale school are vulnerable to Peer on Peer abuse as many seek to make friendships and have difficulties recognising behaviours that most would recognise as inappropriate such as:

- peers offering items
- peers changing their approaches i.e. sometimes close, sometimes distant
- peers dictating choices
- peers influencing choices
- physical behaviours such as being close, brushing past each other
- physical touch of clothing

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to:

- a culture of unacceptable behaviours
- an unsafe environment for children
- in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

As a school we must take a Zero Tolerance view and approach when addressing and reporting concerns of peer on peer abuse.

Many of the children find difficulties in expressing themselves even if they are upset by comments from a 'friend'. Staff should report concerns of communication to a DSL.

It is recognised there is a risk of peer on peer abuse occurring outside the 'school gates' including cyber abuse. Incidents that occur outside the school will be addressed in accordance with the Behaviour Policy, Discipline beyond the school gates and the schools Anti Bullying Policy and the Safeguarding Policy.

In addition to this such abuse between peers can occur through online forums whether social media or gaming. Many of our students game online with one another which can result in fall out. The school encourage students to share any concerns to family/carers or staff at the school.

If staff are made aware of any online concerns through student or parent disclosure, they must report to the DSL immediately.

The school curriculum incorporates Personal Safety and a development in what is socially acceptable behaviours between different relationships including friendships.

Peer on Peer abuse can include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting, which includes the consensual and non-consensual sharing of nudes and semi-nudes images and/or videos and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls.

Peer on Peer abuse can take the form of sexual abuse as identified above. Recent updates have identified Upskirting as a criminal offence and is defined as: '…taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or

buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence' (KCSIE, September 2021)

Reference to how we respond to Peer on Peer abuse can be found in the Safeguarding Policy in section 8.3

7 - Preventing, Identifying and Responding to Bullying

7.1 - The Responsibilities of Staff

- To know, and implement the understanding that children with additional or special needs are at increased risk of bullying according to the protected characteristics, or other circumstances they face
- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Maintain professional standards when communicating or interacting with both colleagues, students and visitors.
- Understand that communication between 2 people may impact upon a 3rd without specific intention to do so.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of abuse, distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Head of School.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Staff use restorative mediation when appropriate to support students

7.2 - Involvement of Pupils

We will help our pupils to:

- Have the confidence to resist peer pressure attached to bullying, even at the risk of incurring temporary unpopularity.
- Express worries and anxieties about bullying.
- Be involved in anti-bullying campaigns
- Offer support to the pupil who is being bullied and help bullies to address their behaviour.
- Have the confidence to report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Be aware of the sanctions that may be applied against those who bully

7.3 - Involvement of Parents

We will assist parents in:

- Identifying signs of distress or unusual behaviour in their children which might be evidence of bullying.
- Identifying who to contact if they have concerns about bullying
- Advising their children not to retaliate violently to any forms of bullying but to report it to staff
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Working with the school to address issues outside school

7.4 - School Community Responsibilities

It is the responsibility of:

- The Head of School to take a lead role in monitoring and reviewing this policy in conjunction with the Inclusion Manager.
- The Directors and all other staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Adherence to this policy forms part of the contractual terms and conditions for all staff.
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

The Head of School, Designated Safeguarding Lead (DSL), lead for bullying, and Deputy Designated Safeguarding Leads (DDSLs) will report on a regular basis to the Directors, on incidents of bullying and outcomes.

The Head of School as DSL, and DDSLs will ensure that, on behalf of the school, regular monitoring and evaluating mechanisms make certain that policy is being consistently applied. Any issues identified will be reported to the Directors and incorporated into the school's action planning.

Further to this, regular review of actions and response to instances of bullying will be carried out by the Head of School, Deputy Head and relevant managers/leads

8 - Proactive engagement

The School, in line with the Independent School Standards and national curriculum, seek to challenge stereotypes, attitudes and behaviours before they can manifest as incidences of bullying. The school will do this through the following means;

- Delivering a curriculum that teaches children about fundamental British Values (democracy, rule of law, individual liberty and mutual respect) and an appreciation of creativity and achievement.
- Provision of individualised Positive Support Plans for each student
- Safeguarding Risk Assessments for targeted students
- Additional pastoral support to specific students
- Encouraging debate and discourse within lessons, educating students to debate the idea not the person

9 - Identifying incidents of concern

Staff and students are always encouraged to report any behaviours of concern through the incident or information reporting systems (see behaviour policy).

As part of Wolfdale School's commitment to promoting positive wellbeing for students, this information is tracked and monitored by the Inclusion Manager and patterns are reported to the head of school, deputy head, and invested managers/leads. Patterns of repeated concerns involving the same individuals will then be logged onto the Anti-Bullying log to track concerns and actions taken.

10 - Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with in the first instance by the member of staff who has been informed (DSL or DDSL), or, in instances where they are unable to deal with it themselves; will refer the matter to the named lead.
- A clear and precise account of the incident will be recorded and given to the Head of School as DSL or DDSL(s) who will investigate.
- The Head of School as DSL or a DDSL will arrange for all incidents to be formally recorded
- All relevant staff will be kept informed.
- When responding to cyber bullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. the police will need to be involved to enable the service provider to investigate the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with associated school policies.
- Parents/carers will be kept informed, the school may offer advice to parents to ensure consistency of approach within the school and home, seeking educate and change attitudes without the use of corporal punishment as a means to create that change
- Sanctions will be used as appropriate and in consultation with all parties concerned
- To support with the physical and mental health of those affected by the incident, where appropriate the school will refer to the GP and / or mental health services or seek general health and therapeutic support from the relevant external services.
- If necessary and appropriate, the police or other local services will be consulted

11 - Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Internal referral to the therapy team

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- The application of sanctions in line with school policy.
- Speaking with police or local services
- Internal referral to the therapy team

12 - Continuous Professional Development of Staff

Staff will attend (annual) Bullying training to ensure that they recognise the early signs of bullying and the correct procedures to follow, as well as having a knowledge of the Anti-Bullying Policy and its content.

The intention is that bullying is not considered an exceptional circumstance to be addressed as and when instances are identified, instead the school, it's staff, pupils and parents within the school community are proactive in responding to bullying and therefore keep it at the forefront of concerns affecting pupils on a daily basis.

MONITORING AND REVIEW

All Wolfdale School Policies are reviewed annually.

Related Policies

Related Policies:
Behaviour Policy, Safeguarding Policy, Health and Safety Policy, E-Safety Policy

Policy owned by:
Name: *Inclusion Manager*
Signature: S.Meadwell

Revision Control:				
Revision Number	Page Number/s	Revision explanation		Date of change
1		Created		March 2017
2				July 2017
3				September 2017
4				April 2018
5		Addition of peer on peer abuse, changes to terminology and responsibility for responding to bullying		June 2019
6		Edit to peer on peer abuse with addition of Upskirting		July 2019
7		Updated to reflect ISS and EIF/SIH		December 2019
8		• Section 5 changed to a grid and added additional 'Typical Behaviours' • Inclusion Manager Name SM • PHP changed to PSP • Deleted Sources of Support & Guidance • Section 11 – Supporting Pupils, added: Internal the therapy team referral to		July 2021
9		• Appendix Removed • Peer on Peer Abuse (6) edited to link with Safeguarding Policy • Continuous Professional Development amended • Link added (safeguarding policy 8.3) Peer on Peer Responses • 7.1 Use of restorative mediation - Added		Oct 2021
10		• Homophobic, Biophobic and Transphobic (HBT) added to forms of bullying		May 2022
11		• Reviewed		Feb 2023

Approved Sign off:			
Sign needed by:	Name	Signed	Date
Member of Senior Leadership Team	Sachin Dogra		Feb 23

Next Review Date: Feb 2024