



Meadowside School

Anti-Bullying Policy

Written: March 2024

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Inspiring Brighter Futures

Signed by:

_____ Head Teacher Date: 1st October 2024

_____ Chair of Governors Date: _____

Review date:

Reviewed by:

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Meadowside School Vision, Values & Aims



Our Vision for Meadowside School is :



Inspiring Brighter Futures

Our Vision for Meadowside School is to:

- Enable each pupil to shine every day &
 - Inspire every pupil & their family to achieve a brighter future

By Being:

- A model of best educational practice,
- Developing cultural capital &
 - Working collaboratively within our community.

Equality Statement

This policy reflects the Equality Act (2010). The basic principle behind the Act is that it is unlawful to discriminate against a person because of his/her/their:

- Disability
- Age
- Gender
- Race
- Sexual Orientation
- Religion or Belief
- Pregnancy or new motherhood
- Marriage/civil partnership
- Trans-sexuality

This school is committed to the Equality Agenda. We aim to achieve equality of opportunity by challenging and removing direct and indirect discrimination wherever it exists.

We welcome and value the contribution that a diverse community can offer as we aim to:

Treat all people equally according to needs, irrespective of their race, colour, ethnic origin, religion or beliefs, gender, transgender, age, sexual orientation, physical, mental, sensory or learning disability, marital status or economic status or any other factor

Not tolerate harassment or intimidation of any kind and will respond to all reports of harassment/intimidation

Encourage all individuals to apply to us for employment. We value the differences amongst our staff and aim to use their differences in a positive way, towards meeting our vision

Promote the school to parents and prospective pupils, welcoming diversity and offering personalised approaches, needs led, to meet the outcomes aspired to in the child/young person's EHCP and in accumulating cultural capital in preparation for the choices of adult life

Be committed to ensuring that equality of opportunity underpins all our procedures, policies and work practises, supported with equal opportunities and diversity training for our staff and reinforced across the whole curriculum for our pupils.

If barriers can be overcome, we offer equal opportunities for all, if not then we offer equity of opportunity.

We use a 'total communication' approach to ensure that all pupils can access the lessons - this includes the use of signing, symbols and objects of reference where needed.

All staff have high expectations of all pupils and aim to provide a fully inclusive environment where all pupils can achieve their best.

At Meadowside, we will ensure that people with protected characteristics have the same opportunities as those without. We will not treat a pupil/staff member less favourably than others. We will make all reasonable adjustments to ensure that a pupil or member of staff is not placed at a disadvantage because of the nature of their protected characteristic.

Statement of Intent

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.

Preventing and Tackling Bullying DfE 2017

It is a statutory requirement that all schools have an Anti-bullying Policy to help to minimise and prevent all forms of bullying amongst pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make it clear to bullies that the behaviour is unacceptable. This policy should be implemented alongside the guidance in the **most current** DfE document, '*Keeping Children Safe in Education*'.

Staff and School Council at Meadowside School have met to draw up and agree on a definition of bullying. Bullying has been defined as any negative or harmful behaviour which happens 'several times on purpose', or 'STOP'. A pupil friendly copy of this policy is also available. Pupil friendly versions of the Anti-Bullying Policy are available on the school website and in every classroom, and are kept in the student council folder.

Meadowside School promotes an anti-bullying ethos, as such, it recognises that bullying, or a feeling of being bullied, can exist for some pupils at points in their school life. Alongside this is the recognition that bullying can have significant and detrimental impacts and therefore is 'called out', challenged and addressed, in every event and by all staff, in a conscious effort to eliminate actual bullying and behaviours which could be interpreted or received as such.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Keeping Children Safe in Education, 2023
- Preventing and Tackling Bullying, DfE 017
- Cyber bullying: advice for headteachers and school staff, DfE 2014
- Advice for parents and carers on cyber bullying, DfE 2014

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Pupil Friendly Anti- Bullying Policy
- Digital Safeguarding Policy
- Child Protection & Safeguarding Policy

Implementation

2. Roles and responsibilities

The **governing board** will be responsible for:

- Regularly monitoring incidents of bullying and challenging senior leaders as appropriate.
- Monitoring the implementation of this policy.
- Modelling expected standards and behaviour when in school.

The **head teacher** will be responsible for:

- The overall implementation of this policy.
- Modelling expected standards and behaviour when in school.
- Supporting staff to implement the policy.
- Liaising with parents and pupils where interventions have not been successful.
- Challenging and recording incidents of bullying, alleged bullying and/or incidents which may escalate into bullying.
- Implementing strategies, expectations and boundaries consistently.

The **Behaviour Lead**, lead will be responsible for:

- Implementation and update of this policy.
- Modelling expected standards and behaviour when in school.
- Liaising with parents and pupils where interventions from the class teacher have not been successful.
- Challenging and recording incidents of bullying, alleged bullying and/or incidents which may escalate into bullying.
- Implementing strategies, expectations and boundaries consistently.

- Monitoring recorded incidents of bullying on School Pod and the related strategies and supporting documents.

Pastoral Teachers will be responsible for:

- Acting in accordance with this policy.
- Modelling expected standards and behaviour when in school.
- Challenging and recording incidents of bullying, alleged bullying and/or incidents which may escalate into bullying.
- Designing and implementing bespoke strategies and interventions designed to tackle and stop bullying.
- Designing and implementing bespoke strategies and interventions designed to support the targets of bullying.
- Liaise with parents and carers of both the targets and bullies to share progress, updates and information.
- Analyse behavioural incidents and reports and draw up appropriate behaviour support documents and SMP's for all involved. Share these with families and colleagues.
- Implementing strategies, expectations and boundaries consistently.
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All staff will be responsible for:

- Acting in accordance with this policy.
- Modelling expected standards and behaviour when in school.
- Challenging and recording incidents of bullying, alleged bullying and/or incidents which may escalate into bullying.
- Implementing strategies, expectations and boundaries consistently.

Meadowside School takes allegations of bullying seriously and welcomes information regarding bullying or perceived bullying from all members of the school community. Once an incident of behaviour has been observed or reported, staff record it on School Pod. This allows us to build up a picture of behaviour and helps to establish whether the behaviours fall into the 'STOP' category. School staff work with young people and their families in order to provide reassurance that this behaviour is being monitored and addressed.

Staff at Meadowside School are aware of the issues relating to child on child sexual harassment and sexual abuse. In the first instance, staff with these concerns raise them with the DSL, following on from that the school follows the principles and procedures laid out in the DfE document 'Keeping Children Safe in Education' 2021, when it comes to addressing these issues.

As part of their safeguarding training, staff are made aware of the indicators of child criminal and sexual exploitation, and what the procedures are for addressing these issues as they arise.

Where incidents of bullying are drawn to the attention of, or identified by school staff, there are a wide range of interventions available to support both the bully, with the aim of preventing further incidents, and the victim, to try to minimise the impact of the bullying and to empower him or her to prevent further incidents of bullying. These interventions can be employed immediately and in the

longer term. Although a consistent approach and expectation are required when it comes to dealing with bullying, at Meadowside we acknowledge the diversity of needs and cognition within our pupil population and in light of this, respond to bullying incidents with the aim of preventing reoccurrence, but using methods which are best suited to the individual pupil. Although this is not an exhaustive list the interventions can include:

- Verbal reprimand
- Conversations with parents
- Reward/report/sticker charts and monitoring
- Talking, mediation, restorative justice approaches
- Confiscation of any materials which may enable further bullying e.g. mobile phones
- Confiscation of any of the 'profits' of bullying e.g. stolen money
- Engagement of specific support from external agencies which will support the bully and/or the victim
- Restrictive physical intervention (RPI), used as is reasonable, proportionate or necessary, to stop physical fighting or remove a pupil from an unsafe situation
- Reporting to the police

Informing parents with the view to them applying sanctions or support, and monitoring for signs of bullying at home.

3. The curriculum

PSHE Education, RSE, Careers and Citizenship lessons promote and encourage positive behaviour and provide opportunities to practice/role play a variety of behaviours. Pupils are taught to understand that there are many different demands on them regarding behaviour and that different situations demand different things. They are encouraged to ensure their behaviour matches the occasion they find themselves in and to work alongside staff to develop and implement strategies which can help them to manage themselves in situations they may find challenging. In addition to the teaching of positive self-management strategies and the high expectations that school has for behaviour, pupils are encouraged to see the perspective of others and maintain a high level of self-esteem. This approach helps to limit the impact of bullying on victims. Pupils are taught about **Digital Safeguarding** through Computing lessons where cyber bullying is taught.

Pupils accessing Pre and Semi-Formal Curricular have the anti-bullying messages delivered as appropriate to them. All pupils are exposed to the vocabulary required to report and challenge bullying and additionally, they are provided with extra staff support and vigilance.

4. Teaching and Learning

Pupils are taught through PSHE and Citizenship lessons to understand the basic interpretation of bullying as being something that is done 'Several Times On Purpose' (STOP). This assists pupils to determine whether the act was a one off or an accident, or whether it was intentional behaviour. Pupils are taught to understand that any 'STOP' behaviour towards others may be seen as bullying and will be responded to as such.

National anti-bullying events are incorporated into lessons and acknowledged by whole school events such as assemblies. Pupils have the opportunity to learn about different types of bullying to help them to recognise if they experience or witness these incidents and how to

respond to such incidents, as well as who they can report to. These lessons include reference to incidents of bullying which may happen out of school as well as in school. In addition to 'Anti- Bullying Week', PSHE and Citizenship, learners will experience ad hoc anti-bullying assemblies, workshops and other incidental opportunities which may address specific and non-specific issues. In Autumn 23 pupils were introduced to the idea of bullying being a group behaviour, where all of those present during any incidents of bullying, are responsible for its curtailment. This was a successful model which has increased all round accountability, and makes it easier for pupils to stand up against bullies as a group.

Bullying as a group behaviour



5. Planning

In Autumn 2019 pupils, parents and staff were consulted on the school rules and a simple but effective set of rules were agreed. They are:

Be Here- this relates to having good attendance, going to timetabled lessons and being punctual.

Behave- this covers all elements of appropriate conduct including actions and attitudes towards others, appropriate use of social media and the internet, and general housekeeping.

Be Ready to Learn- this refers to being prepared for lessons, not only by bringing the correct resources/kit, but also by being focused, being correctly medicated, wearing school uniform, and addressing and/or prioritising problems.

In Summer 23, pupils were consulted on the addition of a fourth rule '**Be the Best You Can Be**', and they agreed to add this to the list of school rules.

Impact

6. Assessment and Reporting

All incidents of alleged and actual bullying are recorded on School Pod, this allows for recording to be clear and consistent, and for patterns and triggers of behaviour to be tracked.

Behaviour support plans and data relating to bullying, are monitored and updated termly. Challenging Behaviour Assessments (CBA) are completed to inform Help Me Sheets (HMS) and Personal Support Plans (PSP).

Bullying is reported to parents at consultation evenings, in the annual school report and as required. In the main, it will be reported under the category of 'behaviour'.

7. Resources

The PSHE Ed and Citizenship leaders are responsible for selecting resources which support the teaching of the anti-bullying message as per the PSHE/Citizenship policies. The resources selected take into account the differing abilities and needs of pupils that attend Meadowside School.

Where appropriate the PSHE Ed subject leader may liaise with agencies that specialise in addressing issues related to bullying.

Outside agencies support the school in delivering the anti-bullying message

8. Equal opportunities

This Attendance Policy should be read alongside other relevant Meadowside School policies. It has been written with the 2010 Equalities Act (and its March 20 updates) in mind. Pupils at Meadowside School are treated with consistency and high standards are expected of all. In order to achieve these for all pupils, they are treated with sensitivity towards their individual needs, characteristics and rights. We recognise that treating people equally does not mean treating them in the same way.

9. Monitoring and Review

This policy will be reviewed on a biennial basis by the Behaviour Lead and the Head Teacher. The next scheduled review of this policy is April 2026. Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

Appendices



MEADOWSIDE SCHOOL WORKLOAD IMPACT ASSESSMENT

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Implementing new proposals or initiatives:

Ensuring staff have capacity to take on a new task is vital to its success and their wellbeing. Our aim is to put the joy back into teaching without compromising pupil outcomes:

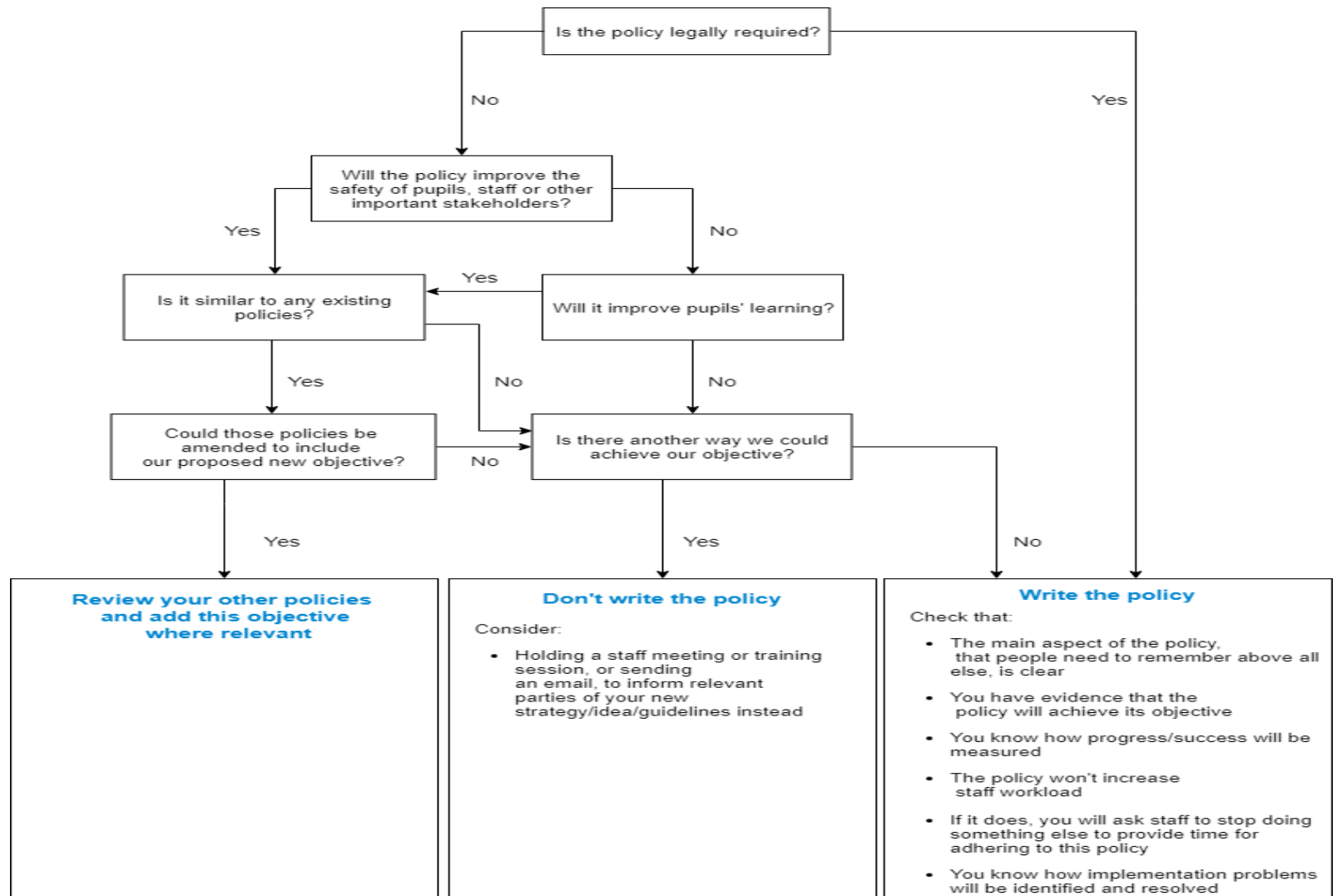
Suggested Policy: Anti-Bullying Policy

1. Embedding consistency
2. Yes
3. Yes
4. No

Summing Up & Judgement:

1. Best Practice
2. Accountability of FGB, staff, pupils
3. Yes PFA
4. Write Policy

“Any Critical Incident Flow Charts: collate into Incident Protocols Folder, in Office”



Review your other policies and add this objective where relevant

Don't write the policy

Consider:

- Holding a staff meeting or training session, or sending an email, to inform relevant parties of your new strategy/idea/guidelines instead

Write the policy

Check that:

- The main aspect of the policy, that people need to remember above all else, is clear
- You have evidence that the policy will achieve its objective
- You know how progress/success will be measured
- The policy won't increase staff workload
- If it does, you will ask staff to stop doing something else to provide time for adhering to this policy
- You know how implementation problems will be identified and resolved