

Meadowside School



Anti -Bullying Policy

Subject Leader:

Claire Dunn Written: Jan 21

Agreed

Ratified

FGB Policies committee:

Covid-19- From March 2020 this policy has been, and continues to be applied in the context of the Covid-19 pandemic. Safeguarding children has never been more important, or more challenging and it is important to accept that whilst opportunities for face to face bullying have reduced, home learning is encouraging more pupils online, making cyber bullying more likely. It is necessary for staff to be aware of this.

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:

- 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 and we aim to achieve equality of opportunity by removing direct and indirect discrimination wherever it exists.

At Meadowside, we will ensure that people with disabilities have the same opportunities as non-disabled people. We will not treat a pupil/staff member with a disability less favourably than others because of the nature of his/her disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage because of his/her disability.



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.

Rationale/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 2020 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.

Principles/ INTENDED LEARNING OUTCOMES:

In line with the outcomes for 'Every Child Matters', pupils have a right to be healthy and safe in school and to enjoy attending. They are also expected and encouraged to make a positive contribution to their own and others school life.

Meadowside School believes that bullying/oppressive/upsetting behaviours should not be tolerated and should be dealt with according to the Behaviour and Anti-Bullying policies.

Meadowside School recognises that there will be occasions when pupils are involved in bullying, or when parents/carers other adults perceive an incident/s to be bullying related.

It is also recognised that the variety of complex needs of our pupils can make behaviour/bullying issues more complex to deal with. In recognition of this fact Meadowside has highly trained and innovative staff who select from a variety of approaches in response to these issues, in order that the behaviour/incident can be dealt with in the most appropriate manner for those involved with the aim of preventing further occurrences.

All allegations of bullying will be logged and fully investigated. Although the expectation that the undesired behaviour stops will be clearly communicated, a 'no blame approach' will be applied in the initial fact finding stage; following on from this the most appropriate strategies will be employed to reduce further incidents. The

pastoral staff, with support from the Learning Mentor, Assistant Head and, where appropriate, other agencies, are able to deliver this intensive support for pupils, and to decide on the most appropriate approach, with regard to the pupils learning difficulties.

The Anti-Bullying policy is closely linked to and runs alongside the Behaviour policy.

Staff are regularly updated/trained and accredited in how to use safe handling and de-escalation techniques to support pupils. (Team Teach) Where bullying is concerned it is likely that the 95% de-escalation strategies will be most effective.

2.1 Definition of Bullying

Meadowside School believes that bullying is any repeated act where the alleged perpetrator deliberately intends to cause emotional upset or physical harm. Learners and staff are familiar with, and refer to the acronym 'STOP', indicating 'several times on purpose'.

The complex learning difficulties involved can sometimes mean that staff/parents /carers have a supportive role to play in ensuring that the pupil/s are able to develop an understanding of how their behaviour affects others and to modify it accordingly. Because of the complexities of Autism in particular, each case of alleged bullying will be examined and dealt with individually and may, for some pupils require a long period of support for them to understand that their behaviour can have a negative effect on others. The expectation is that the behaviour does not continue whilst the learning is happening.

IMPLEMENTATION:

At Meadowside School, appropriate positive behaviour is promoted at all times. The school ethos promotes a caring and supportive environment, which is well established, and builds on pupils' confidence and supports the development of positive relationships.

PSHE, 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 eSafety through Computing lessons where cyber bullying is

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.

Educational visits provide pupils with a variety of public situations where demands are placed on their behaviour and they have the opportunity to apply strategies in real life. 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.

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.

RESOURCES:

The PSHE 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 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

MONITORING:

Middle Leaders are responsible for ensuring that planning in Computing, PHSE and Citizenship, include the anti-bullying message. Senior Leaders monitor this planning and Governors are reported to.

All school staff should be vigilant and alert, constantly monitoring students for bullying related behaviour and following the correct procedure where evidence points to bullying taking place.

All school staff should constantly model high standards of behaviour and have high expectations for all students. Pastoral Teachers, with the support of the Behaviour Lead monitor all bullying related incidents and the effectiveness of interventions.

The Behaviour Lead will monitor the effectiveness of this Policy and report to Governors as required.

This and the child friendly Anti-Bullying Policy will be reviewed biennially.

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CONCLUSION:

This policy has been rewritten and updated to incorporate recent relevant information and submitted to the Governing Body for Meadowside School for approval. It should be used in conjunction with the school Behaviour Policy, Pupil Friendly Anti- Bullying Policy, the eSafety Policy and the Safeguarding Policy.

Concerns regarding pupil behaviour and the strategies used to support these are a regular item on staff meeting agendas. This policy will be regularly reviewed to ensure that the practices and procedures are kept up to date and relevant for the Meadowside population.

Whilst Meadowside staff work as a team to ensure the implementation of the policy, the Head Teacher has ultimate responsibility.

APPENDICES:

Cyber Bullying: Advice for head teachers and school staff

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Advice for parents and carers on cyber bullying

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice for parents on cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

WORKLOAD IMPACT ASSESSMENT: 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.