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| Local Procedure Title | Anti-Bullying |
| Site | Aspris Talocher School |
| ECS Policy number and title | ACS 03 Anti-Bullying |
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| Local Procedure Author(s) | Charlotte Hogg and Bethany Poultney |
| Local Procedure Ratification | Checked and Approved by: Neil Payne |

1. Introduction

Our Anti-Bullying Local procedure is guided by our vision and core values. Our priority is the welfare, health and safety of our learners. This is achieved by providing a consistently safe, secure, caring and compassionate environment. Our approach to positive behaviour support and therapeutic framework encourages learners to trust the adults around them, act responsibly, respectfully and independently. Our staff look to nurture, guide and provide positive educational opportunities that are child-focused so that each individual can progress and flourish towards a positive future in a healthy, happy and enjoyable way.

Our School Vision-

Our school envisions excellence in education through collaboration, professionalism, and high standards, prioritising learner well-being and their individual needs.

Our Mission-

Empowering learners through meaningful and engaging learning experiences, developing their independence, resilience and communication skills.

As a school we continue to challenge bullying holistically and as a whole-school approach to successfully implement effective strategies and be proactive to reduce the risk of bullying in the school environment. We look to address the root of the unacceptable bullying behaviours and find intervention and prevention strategies for the learners to create an inclusive and engaging environment for learners to feel safe. Our aim is to support learners and educate them and staff about rights, respect and equality and addressing any unacceptable behaviour in the most appropriate and effective way.

2. Aims of the Policy

The aims of our school policy are:

- To show positive action is taken to prevent bullying from occurring at all levels.
- Any incident of bullying is promptly identified and addressed.
- For staff and learners to understand that any form of bullying will not be tolerated and will emphasise this through the school environment.
- That staff and learners are assured that they will be supported when bullying is reported, the issue is taken seriously and recorded, and procedures will be followed in the best interests of all individuals.
- Have the views of staff, learners and parents/carers so the policy is as effective as possible, and all involved understand the aims of the policy.

3. What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group. It leaves others finding it difficult to defend themselves and it is often aimed at certain groups, for

example, because of race, gender or disability. This can happen face to face or online. Bullying can affect an individual psychologically and socially and can make them feel lonely and socially isolated. The severe impact of bullying can be long-term affecting an individual's mental health and wellbeing. This can also have a significant impact on their progression and attendance in school if not acted on as swiftly as possible.

There are different types of bullying. It can include:

- Physical bullying, such as hitting, slapping or kicking someone.
- Verbal bullying, such as name calling, spreading rumours or threatening someone.
- Non-verbal abuse, such as hand signals or message through phone or online.
- Emotional, such as intimidating or humiliating someone.
- Exclusion, leaving someone out, ignoring them.
- Controlling, manipulating and undermining someone.
- Racial, sexual or homophobic bullying.
- Bullying someone about disabilities.
- Cyber bullying.

Signs of bullying:

- Belongings getting stolen or damaged.
- Physical injuries.
- Being afraid to leave classrooms.
- Not attending school.
- Being nervous, lack of confidence or becoming distressed or withdrawn.
- Problems with eating or sleeping.
- Starts bullying others.
- Feeling sick/faking an illness.
- Engagement levels decrease in activities and lessons.
- Avoiding social situations.

These signs and behaviours could indicate other problems, however, bullying should be considered a possibility and investigated.

4. Prevention Strategies

The school and staff have duties to tackle bullying in all forms and follows steps to help prevent bullying from occurring. As a school:

- We make all staff aware of the bullying policy and ensure they understand that any form of bullying will not be tolerated. This is included in the induction process for new staff so they are aware of the process.
- Make sure staff feel confident to handle any bullying reports and incidents so learners feel safe that it will be dealt with appropriately.
- We develop a strong rapport with learners so that they feel safe to speak to a key adult when they are feeling targeted and upset. We find time to speak to learners when in distress.
- Encourage learners to make positive choices and develop their understanding of how their choices can have an effect on their own and others' wellbeing.
- We take a proactive approach to prevent bullying. All negative interactions are reported and dealt with appropriately by staff to try and prevent any further negative altercations.
- In conjunction with learners, we create a one-page positive support plan to support all individuals when triggered to prevent further altercations.
- We identify and set appropriate SMART targets for learners linked to their IDP/EHCP targets.
- We collaborate with the TWIST team in school to provide learners with suitable therapeutic input.

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- We have daily staff meetings to discuss any concerns arising so interventions can be put in place where needed.
- Wellbeing and engagement days are implemented to allow learners who have displayed bullying behaviours to discuss the behaviours with the aim of developing their understanding that what they have done is wrong, the reasons behind the behaviours and the detrimental impact such behaviours have on others.
- We use conflict resolutions between learners to help the learners express how they are feeling to all involved and prevent ongoing negative interactions.
- We have a PSHE curriculum that aims to develop learners' skills and knowledge of the personal, social and health issues relevant to them, for example, raising awareness of bullying.
- We discuss relevant topics linked to bullying such as online safety in key tutor time so learners are aware of the impact it can have to others.
- We celebrate days of importance throughout the year.
- We plan activities to encourage group work, shared tasks, cooperative games and problem solving to encourage teamwork to help reduce bullying.
- We display posters and stop bullying display boards around the school to keep the topic relevant and help educate learners about bullying.
- We have police visits to discuss topics around different behaviours so learners can understand the consequences.
- Staff are appropriately deployed during certain communal times so that learners are supervised thus reducing the risk of bullying behaviours taking place.
- Include bullying weblinks and information in the school's newsletter for parent/carers and learners to look into if they feel they need further support.

5. Procedures

If we suspect or it is reported that an individual is being bullied, we will:

- Talk about it with the individual in a safe space and take the matter seriously.
- Find out all information possible to be able to put the appropriate actions in place.
- Support individuals and listen to them carefully. Any concerns raised can be logged in the learner's behaviour log.
- Comfort and reassure the individual that the correct procedures for all will be followed.
- Have a discussion with the bully (bullies) to discuss their behaviours.
- Attempt to support those displaying bullying behaviours to explain what bullying means, allow them to change their behaviours and understand that bullying will not be tolerated.
- Discuss any bullying incidents at the whole staff end of day briefing. All reports of bullying must be recorded through Sleuth/MIS Engage and reported to the SLT.
- Look into educating all individuals through PSHE lessons/interventions.
- Follow the Positive Behaviour Support local procedure.
- Speak to the Safeguarding Officer who will refer to our safeguarding policy when there are severe cases of bullying, particularly those involving sexual harassment or aggression.
- Keep supporting the targeted individual throughout the process and after. Help them cope and recover from bullying and allow them to have a sense of belonging and feel safe in the school environment.

6. Recording

- All negative altercations are recorded on behaviour logs.
- If negative altercations occur a second time or is significant, staff are made aware in daily briefings so they can be vigilant in monitoring the behaviours of individuals.
- If negative behaviours are repeated and seen as bullying it is logged on engage.
- Staff to liaise with the parents/carers of all involved.

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| <ul style="list-style-type: none"> • Staff will review strategies and interventions in place to reduce the risk of behaviours being repeated. • If bullying continues staff are to report to the Engagement Team and Safeguarding Officer and the next steps of the policy and procedures are discussed and actioned. • If bullying continues the incident is discussed with the whole SLT team to implement further actions. |
| 7. Sanctions |
| <ul style="list-style-type: none"> • Individuals will lose the opportunity to engage in the reward activities based on the number of points they have occurred over each 9-day period. • Verbal and physical abuse is a form of bullying and whether aimed at staff or other learners will not be tolerated and will be acted upon with immediate effect, in line with the Positive Behaviour Support local procedure. • Contact all parents/carers of learners involved, to make them aware of the bullying incident, so correct support can be given at home. • Call a meeting to discuss learners' Positive Behaviour Support plan. • They may have to work away from other people to reflect and focus. • Senior Leadership Team to discuss next steps. • Arrange a meeting with parents/carers to attend in school with the learner to discuss current behaviour and interventions that have been put in place. Discuss possible outcomes if bullying behaviour continues. • A sustained period of unacceptable behaviour or any significant incident in school may result in an internal exclusion. • Explore the option of temporary/permanent exclusion as a last resort if bullying continues and all other sanctions have been used. • Police involvement. |
| 8. Training |
| <p>All new members of staff are fully inducted into the ethos and procedures of the school. Since Talocher School is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the SLT. Training is linked with the member of staff's PDRs and career aspirations, through Continuous Professional Development and the School Improvement Plan. All staff will attend safeguarding training at the earliest convenience to support with the approach to positive behaviour.</p> |
| 9. Risk Assessments |
| <p>The school will identify times, places and circumstances everyday to reduce the risk of bullying. The school will staff where appropriate, especially break and lunch times where there is more risk due to communal areas being in use. We ensure that there are safe places around school for learners to access so they feel safe. Staff will manage learner conflict when appropriate and be available for support when possible. All learners have an individual risk assessment, so staff are aware of the possibility of them being a perpetrator or victim of bullying.</p> |

| Contents Checklist (Local Sites may add additional items – this is a core list) | | | |
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| Aims of the policy | X | Sanctions | X |
| What is bullying? | X | Training | X |
| Prevention Strategies | X | Risk Assessments | X |
| Procedures | X | | |

Local Procedure Review History:

| Date Reviewed | Reviewer | Summary of revisions |
|----------------------|-----------------|-------------------------------|
| September 2024 | Charlotte Hogg | New school mission and vision |

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