Anti-bullying Policy

Policy implemented	September 2022
Version	2
Target Audience	All staff and parents - website
Review Frequency	Annually
Last reviewed	January 2022, January 2023, January 2024 by Clair Spring Headteacher *This document will remain valid during review process.*
Next review	January 2025 *This document will remain valid during review process.*

Our Vision, Mission and Values

Vision

To give children and young people with additional learning needs every opportunity to pursue their fullest potential, by providing a specialised service through a holistic integrated approach.'

Mission

'To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.'

Values

Belonging
We are a community with a shared purpose, everyone is accepted, everyone matters.

Ambition
we have high expectations; we will never settle for 'OK'

Commitment
every day we strive to make a positive difference for the children, young people and their families.

**Bullying in any form is not acceptable and will be treated seriously.
By challenging bullying effectively, we will improve the safety and happiness of young persons.**

This Anti-bullying policy complies with the Human Rights Act 1998 and the Equality Act 2010.

The Human Rights Act 1998
- The right to respect for your private and family life, home and correspondence (article 8)
- The right to think and believe what you like (article 9) – this is called freedom of thought, conscience and religion.
- The right to say what you like (article 10) – this is called freedom of expression.
- The right to hang out with other people and share ideas (article 11) – this is called freedom of peaceful assembly and association.
- The right to enjoy all your Convention rights without discrimination (article 14).

Children and young people also have other legal rights in addition to those in the Human Rights Act. These include rights in education, health, social services and the courts, and the right not to be discriminated against.

Regulations
The application of this policy in both the School and children's Home settings will ensure that we comply with the following regulations.
The Education (Independent School Standards) (Wales) Regulations 2003 3(2) (a)
The Children's Homes RISCA regulation 27 part 5.

Rationale
Bullying at school can have a profound effect on children's lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self-confidence and often result in them becoming bullies themselves. The policy on Anti-Bullying has been drawn up within the Craig y Parc school ethos of promoting positive behaviour.

Aims
Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our school.
The aim of the policy is to help members of the school/college community to deal with bullying when it occurs and, even more importantly, to prevent it.

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. Reports of bullying will be logged and recorded.

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 ofsupport 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.

What is Bullying?

Bullying is repeated behaviour which uses power to hurt, frighten or cause unhappiness to another.

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves.

Forms and types of bullying covered by this policy.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying;
- Sexual bullying.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils/learners with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith.
- Bullying related to ethnicity, nationality or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to sexual orientation (homophobic/biphobic bullying).
- Gender based bullying, including transphobic bullying.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying can involve words and actions because of race, gender, sexual orientation, disability or long-term health condition. It can also be directed at a young person's physical attributes and identity including their religious beliefs.

Young people with disabilities are considered at greater risk of being bullied.
Pupils / learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Student/ Young People must be encouraged to report bullying in school.

Responsibilities

It is the responsibility of:
- The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, including directors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school/college.
- The schools and college will ensure that pupils/learners understand this policy and why it is important.

Recognising the indicators that bullying is occurring.

Pupils / learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college 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 super-vigilant.
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 / learners must be encouraged to report bullying.

Advocates for the pupils / learners must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils/learners to express their feelings.

Pupils / learners'communications must be listened to.

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.

It is not uncommon for young people with complex needs to behave passively or even submissively and as such they may become the target of bullying. They may also be bullied due to their special educational needs and disability.

It is very important that we establish a clear means of communication with each young person so that they can communicate how they are feeling. This will include whether they want to make a complaint and whether they are being bullied.

It is equally important that we develop each young person's resilience and assertiveness so that they not only have the means to communicate but also the confidence to do so.

The underpinning values held at Craig y Parc are found in our Positive Behaviour Policy and are set within our whole school aims. This aims to develop self-esteem, self respect, self-control, caring and respect for others. We also discuss many of these values in other curricular areas like Health, Games and Religious and Moral Education. We study bullying within our PSE programmes of study, but it is discussed when appropriate within each class and features in our whole school assemblies and school council.

How Do We Deal with Bullying?
Implementation Preventative Strategies include:

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours.
- Changes to individual behaviour plans.
- A functional assessment to understand the motivation underpinning the behaviour change.
- Talking to pupils/learners about issues of difference through dedicated events or projects;
- Talking with pupils/learners about how to manage their own feelings and emotions.
- Ensuring that all pupils/learners are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy.
- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying.
- Ensuring that appreciation and respect for all cultures are promoted;

- Ensuring that all pupils/learners have the means to communicate, where verbal communication is challenging.
- Ensuring that teaching pupils/learners about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils / learners from cyber based bullying.

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 shared with the Headteacher who will act on behalf of school;
- The Head (or delegated senior leader) will interview all concerned and keep a record of their findings.
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully
- Relevant staff and parents/carers will be kept informed.
- If the issue persists, then further support meetings (with parents and staff) will be held.
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon, and a safeguarding concern raised.
- If internet/social media-based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Pupils / learners

Bullying behaviour or threats of bullying must be dealt with immediately.
Pupils / learners who have been bullied will be supported by:

- Immediate support and reassurance.
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils/learners who have bullied will be helped by:

- The 'bully' to be 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;

- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and subject areas, as appropriate).

UNAUTHORISED ABSENCE

In the event of a "missing Student/ Young People" the following steps will be initiated:

- An immediate thorough search of the young person's classroom area will be conducted, including bathrooms, toilets, sensory rooms, gardens.

A member of the senior manager team will ensure that all available staff (without affecting safety of other children) will be deployed to conduct a thorough search of Craig y Parc school buildings, grounds and surrounding area.

Following a thorough search, a report is made to the police (via 999) that a child has been established as missing, emphasising their vulnerability. Parents / responsible authority are informed of the situation and kept up-to-date on any developments.

Upon the missing individual being located, the Senior Manager will ensure that:
- Arrangements are put into place to support the individual.
- Records of the incident are completed following usual procedures and reports are made as required.
- A review of circumstances leading to the individual going missing is undertaken.

As a result of a review of the incident, the Registered Manager will ensure that appropriate steps are taken to prevent reoccurrence if possible.

There is also a site security system which includes monitoring the use of external doors and CCTV to external areas of the site and its entrances. CCTV is not used within the buildings.

If a young person fails to arrive back at Craig Y Parc, families are contacted to identify a reason. If such action was deemed that a young person was at risk this would be discussed with the appropriate officer in Social Services.

Should a person arrive at Craig Y Parc who is not allowed access to a young person, a senior member of staff should be called, and they would then inform the police to prevent access to the young person. Social Services would also be informed.

Monitoring, Evaluation and Review

The school will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils/learners (including Pupil 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 are aware of their responsibilities and how to implement them.

Equal Opportunities

Diversity of cultures is represented in the books, display materials and equipment used ithin the school. Activities are organised to give pupils/learners 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 ossible children are given the opportunity to share experiences and knowledge in order to raise self-esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: https://carers.org/about-us/about-young-carers
- The Restorative Justice Council:
  https://restorativejustice.org.uk/restorative practice-schoolsSEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and-tackling-bullying,Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: https://www.kickitout.org/take-action/resources
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: http://www.theredcard.org/

LGBT
- Barnardo's LGBT Hub:
  www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- School/colleges Out: http://www.schools out.org.uk/

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk
- Disrespect No Body:
  https://www.gov.uk/government/publications/disrespect nobodycampaign-posters

Reviewed by: Clair Spring

Related policies

- Safeguarding Policy
- Positive behaviour Policy
- Speaking up whistle blowing Policy