



Anti-bullying Policy (Pro Peer Support Policy)

Policy implemented	September 2022
Version	2
Target Audience	All staff and parents - website
Review Frequency	Annually
Last reviewed	January 2022 - Clair Spring Headteacher January 2023 - Clair Spring Headteacher January 2024 - Clair Spring Headteacher June 2025 – K.Pingree (QAM) <i>This document will remain valid during review process.</i>
Next review	May 2026 <i>This document will remain valid during review process.</i>

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 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) [SI/SR Template](#) The Children's Homes RISCA regulation 27 part 5.

Rationale

Pupils choosing bullying behaviour at school can have a profound effect on children’s lives and can have a lasting impact on them into adulthood. It can undermine their self-esteem and self-confidence, often resulting in them choosing bullying behaviour themselves. The policy on “Antibullying” has been drawn up within the Craig y Parc to promote Pro Peer Support, empathy, collaboration, and embody the overall values of SALUTEM:

- Supportive
- Ambitious
- Loyal
- Unique
- Transparent
- Engaging
- Meaningful.

Aims

Everyone has a responsibility to work towards eradicating all incidents and types of bullying behaviour in our school and promoting peer support.

The policy aims to help members of the community create a culture where bullying behaviour does not exist, and we work towards collaboration and peer support.

Every member of staff has a responsibility to promote peer support and, where necessary, report any incident of bullying behaviour 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 behaviour will be logged and recorded.

The aims of the school's anti-bullying behaviour strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying behaviour incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying behaviour and to identify sources of support for the pupil.
- To work with pupils displaying bullying behaviour to ensure they understand the negative consequences of their actions on others, and make this a positive learning experience.

What is Bullying behaviour?

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

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

This policy covers forms and types of bullying behaviour.

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 is 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 behaviour 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 experiencing bullying behaviour. Pupils 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, a lack of concentration or truancy from school. Students must be encouraged to report bullying in school.

Responsibilities

- Understanding and applying the school's policy is the responsibility of all staff, Pupils and stakeholders. Where there are instances of inappropriate behaviour, these will be turned into constructive learning experiences.
- All staff, including directors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly to promote a culture of positive behaviour, empathy and collaboration.
- All stakeholders will support their pupils and work in partnership with the school to promote a culture of tolerance, love and collaboration.
- All teachers will ensure the curriculum teaches pupils to understand how bullying is defined, how to recognise it and what to do.
- All teachers will ensure that the curriculum and lessons are aligned with the four purposes of the CfW, particularly in developing students as ethically informed citizens.
- All staff will promote the values of Salutem.

Recognising the indicators that bullying is occurring.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, irregularities in their appetite, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, a lack of

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 must be encouraged to report bullying.

All adults working with pupils will follow the school's safe safeguarding/ behaviour policy, where instances of bullying are identified, for example, recording on CPOMS and other appropriate software.

Adults will create meaningful opportunities and effective strategies for pupils to express their feelings and provide them with opportunities to be listened to, for example, during circle time. Where inappropriate behaviour is identified, it must be dealt with in a restorative manner. Ensure that both the pupil displaying the bullying behaviour and other pupils can

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it, following 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 essential that we establish a clear means of communication with each young person so that they can express 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 outlined in our Positive Behaviour Policy and are embedded within our whole-school aims. This aims to develop self-esteem, self-respect, self-control, and a caring and respectful attitude towards 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.

How Do We Deal with Bullying?

Implementation Preventative Strategies include:

- Using our extensive knowledge of pupils 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 about issues of difference through dedicated events or projects;
- Talking with pupils 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 are able to communicate, listen to what they are saying.
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils have the means to communicate, where verbal communication is challenging.
- Ensuring that teaching pupils about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils 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

Bullying behaviour or threats of bullying must be dealt with immediately. Pupils 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 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 the circumstances leading to the individual's going missing is undertaken.

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

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 (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 within 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 possible children are given the opportunity to share experiences and knowledge in order to raise self-esteem.

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](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-tacklingbullying, 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](http://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/](http://www.schoolsout.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 nobodycampaignposters](https://www.gov.uk/government/publications/disrespect-nobodycampaignposters)

Reviewed by: K.Pingree (QAM)

Related policies

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