*'What I learn today, prepares me for tomorrow…'*

# Anti – Bullying Policy

| Policy Location: | Last Revised: | Review Due: | Person Responsible: |
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At Barndale House School we are committed to providing a high quality education in a safe, welcoming and supportive environment where different abilities and individuality are accepted, respected and celebrated. We believe that every child and young person has something special to offer their community and that our school is a place where this can be nurtured and realised.

## 'What I learn today, prepares me for tomorrow...'

## Our Values

As a school we value:

- **Kindness** – looking after each other
- **Equality** – feeling special
- **Respect** – looking after our school
- **Co-operation** – working together
- **Determination** – aiming high and trying your best

Our values underpin everything we do at Barndale and have been agreed in consultation with staff, pupils, parents and other members of our school community. Our values are embedded within all aspects of school life and are promoted through assemblies, our curriculum, social times and our residential provision.

## Introduction

Barndale House School strives to provide a safe, secure and positive environment in which children and young people can develop and grow, making full use of the learning opportunities made available to them. As a school, we have a strong commitment to anti-bullying. We recognise every child, young person and staff member as an individual and celebrate this as a part of our diverse community.

Our approach to anti-bullying needs to take into consideration the diverse needs of pupils who attend the school. Through pupil voice interviews we recognise that pupils can and do feel, at times, vulnerable around peers. We also recognise how their peers 'unintentional' deregulated behaviours can also make pupils feel worried.

Whilst the school recognises this dilemma it is also dedicated to combating both the rare cases of 'intentional' bullying that may occur and the 'unintentional' incidents that may make some young people feel worried.

We recognise that behaviour is a form of communication and as such, we look at regulation strategies rather than 'managing behaviour'. Each classroom and the residential provision will have a 'Zones of Regulation' display, and the children and young people will be encourage to communicate how they feel and what strategies they need to support them in being back in the green zone.

At times, some of our children and young people may need their views challenged and further support and intervention so they can be more tolerant of others.

This policy aims to provide a framework for dealing with any incidents of bullying which may occur. Staff will support all children and young people involved to ensure a positive outcome. This may need to be done in a bespoke and specific way depending on the pupils' needs.

## Bullying: Our school's values and beliefs

- Bullying, of any form, is unacceptable.
- All children/young people have the right to feel happy, safe and included.
- All children/young people have the right to learn in a calm and purposeful environment.
- When incidents are reported, all parties involved will be supported.
- We recognise the impact bullying can have on children/young people's personal development and academic achievement. As such we will provide additional intervention and support to repair this.

## Principles
Barndale House School will:
- Ensure that all staff are committed to identifying, supporting and reducing cases of bullying.
- Inform children, young people and parents of the school's expectations, which helps maintain an environment that is purposeful and safe for all to learn.
- Create an ethos, which encourages children and young people to speak up and discuss incidences of bullying and/or behaviours that worry them.
- Challenge attitudes about bullying and help children and young people to understand why some people bully others.
- Ensure that all incidents of bullying are responded to promptly- accurately reporting and detailing actions.
- Support those affected by bullying behaviour and those involved in bullying behaviour.
- Ensure that our children and young people know how to keep safe when using technology.

## Definition of bullying

**'***The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'*

*(Anti-Bullying Alliance -   www.antibullyingalliance.org.uk)*

Bullying may be defined as a deliberate action that is **repeated over a period** and which **is intended to cause embarrassment, pain or discomfort** to someone else.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

Bullying will always be taken seriously.  All bullying is unacceptable.
In 'Keeping Children Safe in Education' Sept 2023 (KCSiE) bullying is also a form of **Child on Child abuse**.

# Definition of Child on Child Abuse
**Child-on-child abuse** is abuse of any type between children. It can include:

- **Bullying, including cyber-bullying, prejudice-based and discriminatory bullying**

- Physical abuse (e.g. hitting, kicking, shaking, biting, hair-pulling, or any way of causing physical harm)

- Consensual and non-consensual sharing of nude and semi-nude images or videos (also known as 'sexting')

- Sexual harassment, sexual violence

- Upskirting (taking a picture under a person's clothing without their permission)

- Causing someone to engage in sexual activity without consent (e.g. forcing them to strip, touch themselves sexually, or engage in sexual activity with a third party)

- Abuse in intimate personal relationships between children

- Initiation/hazing violence and rituals

## Forms of Bullying
Bullying takes various forms and may be physical, sexual, racial, verbal, technological (cyber), homophobic or psychological.
- **Physical Bullying** may involve actions such as hitting, kicking, biting, spitting and hair pulling or taking another's belongings.
- **Sexual Bullying** may involve unwanted physical contact or sexually abusive or inappropriate comments. It also includes sexual harassment, sexual violence and abuse in intimate relationships
- **Racial Bullying** generally involves individuals or groups being deliberately targeted because of their colour, ethnicity, culture faith or beliefs.
- **Verbal Bullying** may involve name-calling, insults, threats, spreading rumours or belittling someone's abilities.

- **Technological (Cyber-bullying)** involves the use of technology, such as mobile phones, digital cameras, computers and social media / networking sites, to deliberately hurt or humiliate another either directly or indirectly.
- **Homophobic Bullying** generally involves individuals being deliberately targeted because of their sexuality and/or gender identity.
- **Psychological Bullying:** may involve behaviours designed to upset another's emotional wellbeing e.g. exclusion from social groups, hiding belongings, anonymous messages, triggering behaviours.

Any form of bullying will affect people in different ways and each person will react differently when bullied. Bullying will always be significant to the person being bullied.

It is very important to understand the definition of bullying when assessing the difference between 'interpersonal conflicts', where there is a 'falling out' between individuals and when it tips the balance to bullying.

**Bullying is not:**
- Teasing and banter between friends without the intention to cause harm.
- Falling out between friends after a quarrel or disagreement, even repeatedly.
- Being dysregulated and having difficulty in expressing feelings, emotions and subsequent behaviours.

Whilst not bullying, we know the impact of these will likely have an emotional response and as such we will offer support in how to:
- deal with friendship breakdowns
- use strategies to manage BIG feelings and emotions
- communicate feelings and emotions
- repair and restore relationships

# Roles and responsibilities
Dealing with bullying is the responsibility of all members of the school community and should always be dealt with promptly.

**The Governing body is responsible for:**
- Ensuring regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensuring the school is promoting equality for its whole school community.
- Regular monitoring visits which include speaking with children and young people.

**The Senior Leadership Team (inc. DSLs) will ensure that:**
- Incidents of bullying are followed up quickly and clear actions and support are available.
- Bullying is included as part of the PHSE curriculum.
- Staff receive regular training around anti-bullying and how to support children and young people involved.
- The governing body receives regular Head teacher's reports and updates that include any incidents regarding bullying.
- A senior staff member is appointed responsible for the monitoring of the anti-bullying policy and anti-bullying procedures.

**All school staff will**:
- Be familiar with the anti-bullying policy and procedures.
- Promote Positive relationships based on respect, identifying, and tackling bullying appropriately.
- Challenge inappropriate responses and behaviours towards others.
- Be alert to signs of and possible indications of bullying.
- Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively
- Investigate all incidents thoroughly and take appropriate action. Retain appropriate records for monitoring purposes.
- Report all incidents of bullying on CPOMs.
- Report any evidence of sexual or serious physical abuse immediately to one of the designated safeguarding leads in the school.
- Report back to parents/carers regarding any concerns and ensure effective communication is maintained when following up any instances of bullying.
- Enlist the support of children and young people in anti-bullying work by actively seeking and listening to their views.

**Parents / Carers should:**
We ask parents/carers to support their children, young people and the school by:
- Watching for signs of unusual behaviour, which may be evidence of bullying.
- Advise their children to report any bullying to a member of staff, or contact the school directly

- Cooperate with the school and reassure their child that appropriate action will be taken.

**Children and young people's voices:**
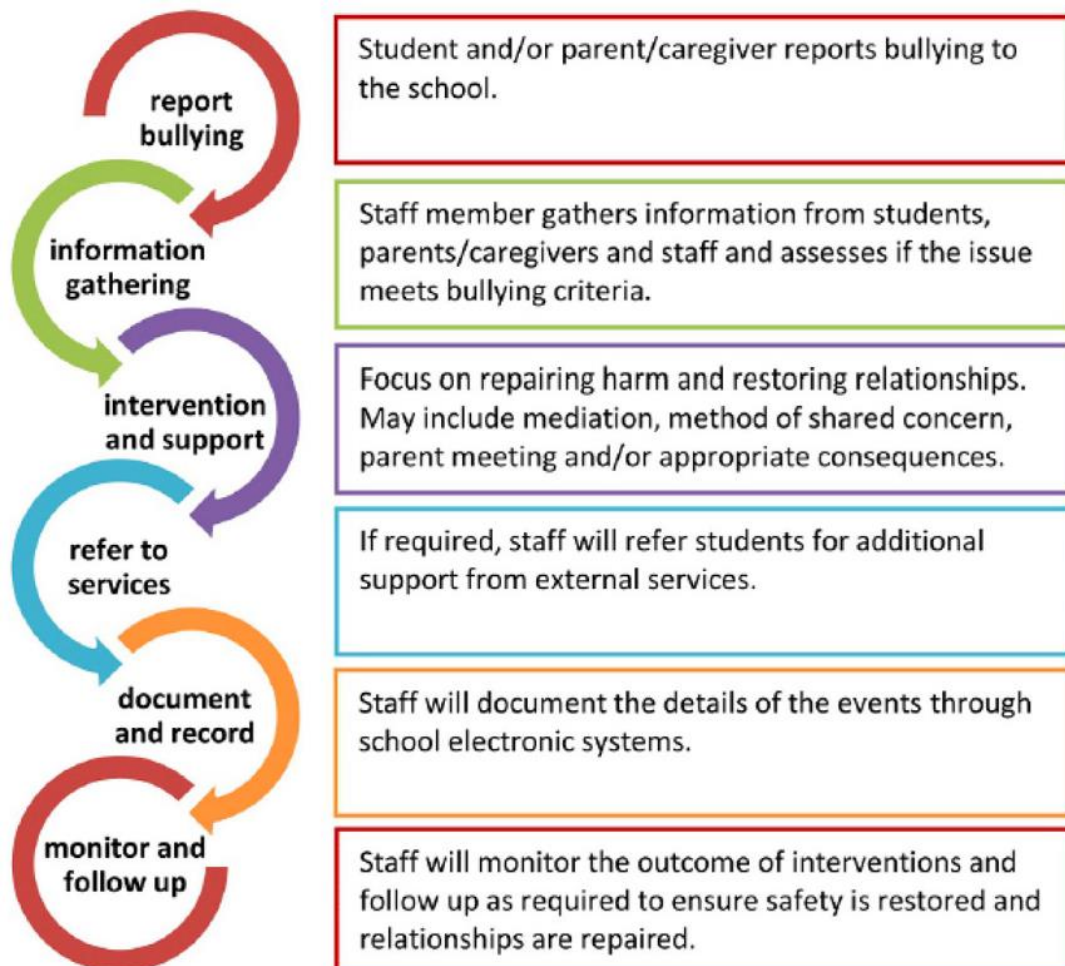We expect our children and young people to:
- Avoid becoming involved in any kind of bullying.
- Report any instances of bullying- themselves or others.
- Learn about bullying as part of the curriculum and how to promote positive relationships with everyone.

## Proactive strategies to preventing bullying

At Barndale School we know that we can prevent incidences of bullying by:
- Ensuring that all children and young people have 'a voice' and know that they will be listened to. Children and young people are encouraged to talk to staff about any concerns they may have and are reassured that they will be listened to and kept safe.
- Providing adequate supervision at lunch and break times, identify potential 'hotspots' and ensure that a range of activities is on offer in order to engage children and young people in productive tasks and encourage positive social relationships.
- Considering all opportunities for addressing bullying. We deliver a range of lessons on keeping safe and self-management through the PHSE /PSD curriculum. Children and young peoples also participate in enrichment activities and projects during Anti-Bullying Week and Safer Internet Day. Key messages are reinforced through assemblies and displays around the site. A range of anti-bullying resources are available for use in the classroom.
- Discussing bullying and the importance of telling someone about bullying when it happens with all classes on a regular basis.
- Exploring and celebrating differences and diversity through a wide range of events.
- Filtering and monitoring the use of technology in school – including access to the internet and mobile phones.
- Sharing of school values
- Providing opportunities for staff to receive relevant CPD.

## Procedure



**report bullying** — Student and/or parent/caregiver reports bullying to the school.

**information gathering** — Staff member gathers information from students, parents/caregivers and staff and assesses if the issue meets bullying criteria.

**intervention and support** — Focus on repairing harm and restoring relationships. May include mediation, method of shared concern, parent meeting and/or appropriate consequences.

**refer to services** — If required, staff will refer students for additional support from external services.

**document and record** — Staff will document the details of the events through school electronic systems.

**monitor and follow up** — Staff will monitor the outcome of interventions and follow up as required to ensure safety is restored and relationships are repaired.

## Support and Intervention Strategies

- Bespoke THRIVE intervention for parties involved

- Lego Therapy- to support communication

- PSHE intervention- friendships, relationships, kindness, sexuality, racism etc
- Mediation- for wider group or individuals
- Solution circles- for staff to develop strategies
- Role play based activities
- Anti-bullying week resources
- Childline/NSPCC resources
- Anti-Bullying Alliance resources on TWINKL

## Further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children may find useful.

| Name of organisation | Telephone number | Website |
| --- | --- | --- |
| Act Against Bullying | 0845 230 2560 | www.actagainstbullying.com |
| Advisory Centre for Education (ACE) | 0207 704 3370 | www.ace-ed.org.uk |
| Anti-bully | not available | www.antibully.org.uk |
| Anti-Bullying Alliance (ABA) | 0207 843 1901 | www.antibullyingalliance.org.uk |
| Bully Free Zone | 01204 454 958 | www.bullyfreezone.co.uk |
| Bullying Online | 020 7378 1446 | www.bullying.co.uk |
| Childline | 0800 1111 | www.childline.org.uk |
| NSPCC | 0207 825 2500 | www.nspcc.org.uk |
| Parentline Plus | 0808 800 2222 | www.parentlineplus.org.uk |
| The Children's Legal Centre | 0800 783 2187 | www.childrenslegalcentre.com |

## Links to Other Policies

This policy links with a number of other school policies and practices including:
- Safeguarding and Child Protection Policy
- Supporting self-regulation Policy
- Digital Safety Policy

## Monitoring and Evaluation

Monitoring is essential to help assess progress and evaluate the impact of the anti-bullying policy. Monitoring will include;
- Regular analysis of information to provide details of types of bullying, frequency, action is taken etc.
- Surveys (Parents / Children and young people / Staff)
- Information sharing and review of practice during staff meetings and training days.
- Obtaining the views of nominated children and young people representatives.