



HIGH WELL SCHOOL
Preparing for Positive Futures

Anti-Bullying Policy

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Date approved by Governing Body:	10.05.2022
Date Shared with Staff:	12.05.2022
Date of Review:	May 2023

Signed by Chair of Governors:	
Date:	10.05.2022

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1. Purpose of the Policy

Contents

High Well School is a Special school for pupils aged 11-16 with a statement of special educational needs for severe social, emotional and mental health needs (SEMH).

This document is a statement of the aims, principles and strategies for all involved to understand how seriously the school considers bullying, why it is so damaging and what the school will do to deal with bullying if it occurs. This policy is applicable to all off-site activities as well as within the main school.

2. Principles and Values

At High Well School, we believe that the majority of pupils who exhibit challenging behaviour and/or bullying towards other pupils do so because of having unmet needs. Most of our pupils have experienced disruption in their education and may have limited experience of success in their lives to date, or have experienced some form of bullying themselves. Our principal aim at High Well is to identify and address their unmet needs, support pupils to develop their social and emotional skills in order that they can take ownership of their own behaviour towards others.

To achieve this, we;

- Aim to provide a secure and caring learning environment for our pupils.
- Broadly seek to encourage our pupils through positive praise and reinforcement
- To manage bullying types of behaviour with a firm but caring approach and consistent strategies.
- Aim to provide a structured school system with clear boundaries made up of consistent rewards and consequences.
- Aim to raise our pupils' self-esteem, and to teach appropriate coping strategies and self-discipline.
- Aim to give each pupil responsibility through identifying achievable targets to work towards.
- Aim to teach respect for everyone in the school community and to develop positive working relationships with both adults and pupils.
- Through our Preparing for Positive Futures curriculum (PPF) and consistent structures and approaches with behaviour management, we aim to teach behaviour in a structured and systematic way.

The aims of the Anti-Bullying Policy include the commitment of staff to teach each pupil to be a caring, contributing and respectful member of the community. We aim to provide an environment where pupils can gain self-esteem and begin to value themselves as individuals and learn to value others. We expect all pupils to come to school on a regular basis, prepared to work to the best of their abilities and in co-operation with others.

3. Equality Statement

We are committed to teaching pupils to behave appropriately and safely around and towards other pupils is important because it gives the young people skills, knowledge, understanding and strategies to be able to manage their own feelings and behaviour.

When implementing the policy our anti-bullying management will reflect the philosophy and aims of the school. That is, all pupils should have the opportunity to develop a sound sense of self-worth, confidence and control over their lives. This requires an active partnership between home and school to co-operate in developing positive behaviours in our pupils. Further, we work to foster an environment through which the pupils can move towards a feeling of independence. We recognise that all our pupils have the right to access a broad and balanced curriculum, including the National Curriculum.

The school Anti-Bullying Policy reflects the consensus of opinion of the whole staff, pupils and parents, and has the full agreement of the governing body.

4. What is Bullying

Bullying is a behaviour by an individual or groups, usually repeated over time, that intentionally hurts another individual or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be short term or continuous over long periods of time

Sometimes children can be unkind to others in word or deed without intending to dominate or bully. Such behaviour is unacceptable and will be treated as such using the school's behaviour policy but will not necessarily be classified as bullying.

Bullying can be:

- Being unfriendly, excluding, tormenting (e/g/ hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching, spitting or any use of violence
- Racial taunts, graffiti, gestures
- Sexual, unwanted physical contact or sexually abusive comments, up-skirting
- Homophobic because of, or focusing on the issues of sexuality
- Direct or indirect
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying, including all areas of internal and mobile phones such as e-mail, social media, messenger platforms, gaming platforms, text messages, calls and misuse of associated technology including cameras

Bullying may be related to, **or include protected characteristics:**

- Race
- Religion or belief

- SEN or disability
- Sexual Orientation
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Age
- Gender
- Gender Reassignment
- Appearance or health conditions
- Home circumstances

Bullying can take place in the classroom, playground, toilets, corridors, on the journey to and from school and on-line. It can take place during the school day, on the way into school, between lessons on the corridor, whilst on school visits, during group activities, between families and in the local community.

At High Well we view the roles and responsibilities of the school, parents/carers and pupils as:

Rights	Responsibilities
<p>School:</p> <p>High Well School expects pupils to respect the rights of other pupils and adults in the school at all times</p> <p>Not to tolerate violence, threatening behaviour (either openly or covert) or abuse by pupils or parents. If a parent/carer does not conduct himself/herself properly, High Well School may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</p>	<p>To support, praise and as appropriate, reward pupil’s appropriate behaviour</p> <p>To ensure staff model appropriate behaviour and never denigrate pupils or colleagues</p> <p>To promote positive behaviour towards others through active development of pupils social, emotional and behavioural skills.</p> <p>To apply consequences fairly, consistently, proportionally and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <u>bullying</u> and dealing effectively with reports and complaints about bullying.</p>
<p>Pupil:</p> <p>To be taught in environments that are safe, conducive to learning and free from disruption and bullying from others.</p> <p>To expect appropriate action from the school to tackle any incidents of violence,</p>	<p>To follow reasonable instructions by school staff, obey school expectations and accept consequences in an appropriate way.</p> <p>Not to bring inappropriate or unlawful items to school.</p> <p>To show respect to staff, fellow pupils and the school environment.</p>

threatening behaviour, abuse, discrimination, harassment or bullying.	Never to denigrate, harm or bully other pupils or staff
<p>Parent:</p> <p>To contribute to the development of the school Anti-Bullying policy.</p> <p>To expect their children to be safe, secure and respected in school.</p>	<p>To help ensure that their child follows reasonable instruction from school staff and adheres to school expectations.</p> <p>To send their child to school each day in uniform, fed, rested, and ready to learn.</p>

Some Current Issues around Bullying

- Physical bullying is a very serious issue that can cause considerable anxiety and distress as well as physical injury. At its most serious level it can have a disastrous effect on a child’s wellbeing both physically and emotionally. All incidences of physical bullying towards other pupils will be treated as a physical assault. Incidents of persistent low-level physical bullying e.g. constant physical contact with another pupil that does not appear at first glance to be causing immediate distress, will be logged by staff on SchoolPod by the member of staff witnessing/being reported to in order to build up an evidence base demonstrating that this type of behaviour is ongoing. In the first instance i.e. at the time of reporting/witnessing, the pupil will be reminded of appropriate physical contact and ‘personal space.’ Where this behaviour continues the pupil will be removed from the room in order to allow the other pupil to feel safe in the working environment. The pupil will be allowed to return to the classroom after discussions around what is appropriate. The same procedures will be adhered to whilst outside the school building and on external visits. Staff are vigilant at all times to how pupils behave around each other.

- Verbal bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level it can have a disastrous effect on a child’s wellbeing both physically and emotionally, and has on occasions been a feature in the suicide of some young people across the country. All incidences of verbal bullying towards other pupils will be treated with the same severity as physical bullying. Incidents of persistent low-level verbal bullying e.g. constant name calling, insults, deliberate attempts to distress another pupil, will be logged by staff on SchoolPod by the member of staff witnessing/being reported to in order to build up an evidence base demonstrating that this type of behaviour is ongoing. In the first instance i.e. at the time of reporting/witnessing, the pupil will be reminded of appropriate language and behaviour. Where this behaviour continues the pupil will be removed from the room in order to allow the other pupil to feel safe in the working environment. The pupil will be allowed to return to the classroom after discussions around what is appropriate.

The same procedures will be adhered to whilst outside the school building and on external visits. Staff are vigilant at all times to how pupils speak to each other.

- Sexual bullying is a current issue nationally. It can impact all children, but girls and children with SEND are at particular risk of sexual abuse. Sexual bullying is a spectrum of behaviours which can include the following:
 - sexual comments, taunts and threats; ‘banter’ of a sexual or sexist nature.
 - Non-consensual physical contact; interfering with clothing.
 - Up skirting.
 - Distributing sexual material, sending photos or videos of a sexual nature.

- Making phone calls or sending texts, messages or films of a sexual nature; inciting others to share sexual imagery.
- 'Games' with a sexual element.
- Pressure to spend time alone or apart from others with another person or people.
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person.
- Spreading rumours about another person's alleged sexual activity.
- Sexism in all its forms; pressure to conform to gender 'norms'

All allegations of sexual bullying must be communicated to the SLT and DSLs and the school will follow DfE guidance on 'Sexual violence and sexual harassment between children in school and colleges' when dealing with incidents of sexual bullying.

- Cyber bullying (including sexting and up-skirting) is a current issue that is on the rise nationally, however is much easier to evidence if pupils and parents are able to follow given advice. Cyber bullying includes all forms of technology related bullying i.e. text messages, social media, e-mail, online gaming. Where incidents of cyber bullying occur, pupils and parents are advised to keep copies of all messages, both to and from, the pupil concerned in order that an evidence base can be formed to allow the school and/or police to address the issue. It is very difficult to prove the bullying without this evidence base as most incidences occur out of school and are not witnessed by school staff.

Where students bring mobile phones into school, they should be placed in pupil's lockers during the school day to ensure that this type of behaviour does not happen in school time. All internet access on school technology i.e. I-pads and Surfaces, is limited with students being unable to access social media sites including Facebook, Twitter, WhatsApp, Messenger etc. to further safeguard our pupils from cyber bullying.

- Theft of personal belongings is treated as a crime, regardless of how small the item is. Where a pupil's belongings are deliberately taken from their person/bag and this is reported to staff members, the issue will be discussed with the pupil in the first instance to allow for restorative practices to be put into place. Where it is suspected that the pupil is still carrying the stolen item, police will be informed and the item returned to the other pupil. Pupils are advised not to bring expensive/sentimental items into school, and to lock these safely in lockers if they do. Inappropriate items such as smoking paraphernalia are not allowed in school and, if brought in, should be locked away. Should inappropriate items be stolen from another pupil, these will be confiscated by staff and parents/carers will be informed. Parents may collect these from school if they wish, however inappropriate items will not be returned to pupils.

5. Bullying and Victims

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by;

- The size of the individual
- The strength of the individual
- The numbers or group size involved

- Anonymity; through the use of cyber bullying or using e-mail, social media, networking site, texts etc.

Staff must remain vigilant about bullying and approach this in the same way as any other category of abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter

Children may not be aware that they are being bullied; they may be too young or have SEN needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

6. Pro-active Victim

Research shows that some children are pro-active victims; this means that they actively seek responses from others, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble

7. Why Is It Important to respond to bullying?

Bullying hurts. Nobody deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim which may persist into adulthood.

Support will be available for victims of bullying. Everybody has the right to be treated with respect

Pupils who are bullying need to learn the impact of their behaviour and be supported to learn different ways of behaving.

8. Signs and Symptoms of bullying

A child may indicate by their behaviour that he or she is being bullied. Adults should be aware of these possible behaviours and that should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing
- Has unexplained cuts or bruises
- Feels hungry
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbably excuses for any of the above
- Is afraid to use the internet or mobile [phone
- Is secretive about their mobile phone
- Is nervous and jumpy
- Lacks eye contact
- Becomes short tempered
- Changes in attitude to people at home

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

9. When a report of bullying occurs?

- Incidents of bullying in any form will not be tolerated and pupils should not expect to experience it
- All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff
- All instances of bullying are recorded on SchoolPod
- Discussion with the parents of the victim and perpetrators parents about an incident of bullying
- The bully may be asked to take part in restorative practice after the incident has been investigated and discussed. Other consequences may result in line with the behaviour policy
- In some incidences outside agencies may be requested to support the school or family in dealing with bullying e.g. police
- In serious cases, internal exclusion or fixed-term exclusion will be considered
- Wherever possible the incident will be followed with a restorative practice meeting
- After the incident has been investigated and dealt with, each case will be monitored to ensure there is not repeat occurrence

Such monitoring will be recorded on the incident logs on SchoolPod

10. How we target and promote positive behaviour towards others

We use a variety of methods for helping children to prevent bullying through class assemblies, PPF lessons, restorative conversations, RSHE curriculum, specialist speakers and e-safety education.

Through the school ethos of Preparing for Positive Futures, pupils are actively encouraged to learn about how to succeed in life after school, including in healthy and safe relationships and acceptable behaviours towards others.

Staff will reinforce expectations of behaviour as a regular discussion and will remain vigilant regarding groups of friends together.

In all aspects of school life positive and appropriate behaviours are promoted and modelled. In order for pupils to make changes to their behaviour and make progress in their social and emotional development pupils are set individual targets on a monthly basis. The targets are based on assessments of pupils' individual needs using The Boxall Profile for Young People and the Emotional Literacy Checklist. Targets are agreed with pupils and are displayed in classrooms, and may have a particular focus on the way that they behave towards other pupils. Staff and pupils record if they achieve their target in all lessons and this gives pupils the opportunity to earn their way to a monthly rewards trip.

Pupils who find themselves involved in bullying incidents as the perpetrator may have individualised targets centred around their behaviour towards others. This will be discussed with the pupil and rewards will be given accordingly.

If a child feels that they are being bullied then there are several procedures that they may be encouraged to follow:

- Tell a friend
- Tell a trusted member of staff
- Tell a parent or adult at home
- Discuss it in class or in tutor time

When an incident of bullying has been reported, staff must record this on SchoolPod and contact parents/carers as appropriate. It must be passed on to relevant staff members and senior staff to ensure that the appropriate course of action is taken. In the case of racist bullying this must be reported to the SLT.

In the case of any bullying that is discriminatory this must be reported to SLT. Any instances of sexual bullying or sexualised behaviours must be reported to SLT and DSLs.

All incidents of bullying will be discussed with the relevant staff, parents and pupils involved in order that everyone can remain vigilant and that the bullying may be prevented from happening in the future.

Incidents of bullying may also be discussed with the safeguarding officer.

11. Advice to Parents

As the parent/carer of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher
- In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified
- In some cases, parents should be informed and will be asked to come in to meet to discuss the problem
- If necessary and if a crime is suspected incidents will be reported to the Police.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully/bullies change their behaviour using positive behaviour strategies.

Parents should not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents
- Encourage your child respond with similar bullying behaviour

Both of these will only make the problems much harder to solve

12. Restorative Approach to Incidents of Bullying

Where ever possible, High well will seek to a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others behaviours with a view to providing a positive outcome for all involved. Following an incident of bullying, pupils and their parent/carer are invited to a meeting at which it is decided whether the restorative approach should be offered. A restorative meeting may then be arranged at which the pupil is encouraged to think about the following:

- *What happened*
- *How they felt at the time*
- *Who was affected by what happened*
- *How they feel about it now*
- *Repair and the future*

By using this approach, the pupils are taught to take responsibility for their own actions.

Pupils are involved in the prevention of bullying as and when appropriate, and the school expectations regarding behaviour have been designed by the pupils themselves.