inscape house

Anti-Bullying Policy and Procedure

Introduction and Aims

At Inscape House School we are committed to providing a caring, friendly and safe environment for everyone. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Staff need to be vigilant and use their knowledge of the pupils and the situation.

- No one deserves to be a victim of bullying
- Everybody has a right to be treated with respect
- People who are bullying need to learn alternative behaviours
- Everyone has a duty to respond promptly and effectively to the issues of bullying

This policy is in place to minimise the risk of bullying by raising awareness and providing strategies for prevention, as well as managing any incidents of bullying should they arise.

The aims of this policy are;

- To provide a safe environment for pupils, staff and visitors
- To use opportunities within the life of the school and the curriculum to embed a supportive and caring environment
- To celebrate diversity and difference
- To prevent bullying
- To provide a definition of the types of bullying
- To provide procedures for addressing incidents of bullying and to minimise the risk of re-occurrence
- To promote an anti-bullying ethos amongst the whole school community
- To support the social and emotional well-being of all pupils
- To work closely with families to achieve the above

This policy should be read in conjunction with;
- Positive Behaviour Support Policy
- Safeguarding Policy
- Online safety policy
- Sexual Violence and Sexual Harassment between Pupils Policy (peer on peer abuse)

Definition of Bullying

Bullying is behaviour by ***an individual or group***, ***repeated over time*** that *intentionally hurts* another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. *(**Preventing and Tackling Bullying** - Advice for Head Teachers, Staff and Governing Bodies, DfE, 2013)*

A pupil may be hurt or upset by another person's behaviour but this only becomes bullying if it is ***repeated deliberately***. It may be that the pupils concerned need support to understand the behaviour of the other, at a level that can be understood by each individual. If repeated behaviours persist after a pupil has been directly taught and has demonstrated understanding of the impact of the behaviour on another, then these incidences ***may*** be treated and recorded as bullying in nature, alongside more supported teaching continuing. ***Each case should be considered individually.***

The main ways people bully are;
- Physical: e.g. pushing, kicking, hitting, pinching, including threats
- Verbal: e.g. name calling, sarcasm, persistent teasing, threats
- Emotional: e.g. humiliation, exclusion from groups / activities, spreading rumours
- Cyber: e.g. by use of mobile phones, Internet, social networking, Apps, gaming (see online safety policy)
- Damage to property: e.g. demanding, stealing or damaging possessions, graffiti
- Sexual: e.g. unwanted physical contact, abusive comments

The main types of bullying are based on
- Appearance: e.g. hair colour, body shape / weight, clothing
- Age / Maturity: e.g. interests / hobbies associated with younger / older people
- Disability, Special Needs, Medical Condition: e.g. related derogatory language
- Ability / application: general compliance, hard working (e.g. nerd, teacher's pet)
- Race / Ethnicity: e.g. racial taunts, gestures (racism)
- Gender Identity: e.g. transgender, different to typical gender norms (transphobia)
- Religion / Belief: e.g. faith, lack of faith, perception of belief (accurate or not)
- Home: class background, free school meals, looked after (e.g. chav / posh)
- Sex: intimidating / harmful attitudes or language (e.g. bitch) (sexism)
- Sexual Orientation: e.g. Lesbian, Gay or Bisexual (LGB) people or family members (real or perceived) (homophobia / biphobia)

This is list of the main types of bullying however this it is not exhaustive or exclusive

Peer on Peer Abuse
Sometimes bullying can also be classified as peer on peer abuse. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
Peer on peer abuse includes;
- Inappropriate sexual play
- Harmful sexual behaviour
- Sexting
- Grooming
- Online sexual harassment (including sharing of images)
- Gender based bullying
- Homophobic, biphobic and transphobic bullying

All peer-on-peer abuse is unacceptable and will be taken seriously. Any allegations that raise safeguarding concerns with be dealt with under The Together Trust's Safeguarding policy and procedures. For further information see The Together Trust's Safeguarding Policy and Inscape House School Sexual Violence and Sexual Harassment between Pupils Policy (peer on peer abuse).

Signs and Symptoms of bullying
A pupil may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Adults should be aware of these possible signs and that they should investigate if a child/young person;
- is frightened of being out in the playground
- doesn't want to go on the school / local authority transport
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, over emotional or lacking in confidence
- attempts or threatens to self-harm or run away
- cries him/herself to sleep at night or has nightmares

- feels ill in the morning
- school work begins to deteriorate
- has possessions damaged or go missing
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

Persons covered by this policy
- All pupils
- All staff whether employed on a permanent or temporary, part-time or full-time basis.
- Any student on placement at the school or volunteers
- Any visitors to the school

Autism and bullying

Context
Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy. This means that children and young people on the autism spectrum may be vulnerable both to being targeted as well as becoming involved in using behaviour which may be perceived as bullying behaviour.

Prevention of Bullying
All pupils at school are actively encouraged to express their views on whether and when they feel safe or unsafe at school

There are many systems in place to prevent or reduce the incidences of bullying;
- Through the curriculum and the internal additional support services pupils learn to develop their social interaction skills, self esteem and confidence and to recognise positive behaviours.

- Pupils may have specific targets around developing appropriate social interaction skills as part of their Education Health Care Plan, Individual Behaviour Support Plan, class target trackers or in Speech and Language and Positive Behaviour Support individual and group sessions.

- The level of staff supervision and support will be dependent upon the individual and setting they are in. We aim to promote independence and support students to develop strategies which can be used in a range of situations.

- Positive use is made of assemblies, workshops delivered by internal staff and external professionals, themed days/weeks and the curriculum to develop moral awareness.

- Inscape House school encourages student voice and self-advocacy through the student Council, personal centred annual reviews and an open door approach. Pupils are taught communication skills as an integral part of their curriculum and through individualised/targeted sessions. Communication systems such as PECS or AAC aids are used to support students to share their views. It can be difficult for

many pupils to recognise and/or express their feelings and therefore, increasing their ability to do so is a priority. Emotions work is an integral part of the curriculum and internal additional support services.

➢ Staff need to enable pupils to express their concerns. All students should know how and who to voice their concerns to. Members of staff should direct the pupil to an appropriate time and place where their concerns can be responded to sensitively.

➢ All staff should be aware of the difference between bullying and other behaviours which may be misconstrued as bullying.

➢ Pupil access to the Internet/e-mail is monitored. Inscape House school supports families and carers to ensure online safety at home.

➢ Frequent communication between parents / carers and school is encouraged Parents and carers are made aware of and are given information about the general complaints procedure.

➢ There are policies in place to protect pupils from adults abusing their authority. Any incidents of this will be dealt with extremely seriously in line with Inscape House School's Safeguarding Policy.

➢ Inscape House School staff receive autism specific training annually and external professionals provide specialist training and workshops as required by staff and pupils.

Challenging Derogatory Language and Gestures

It is vital that everyone is learning in an environment where discriminatory and derogatory language, comments and gestures are consistently challenged. This should also be supported by an embedded culture and curriculum which teaches the real meanings of words and explains why negative use of words or phrases will not be accepted. This includes homophobic, transphobic, racist and sexist language, and language that is derogatory about disabled people. Phrases such as 'That's so gay' will be challenged, as not doing so may lead to our pupils' lack of understanding making them vulnerable in society. If derogatory language is allowed to persist, it could lead into bullying which at its most serious, could lead to police involvement as a hate incident. It is vital that all pupils, staff, families and visitors to school feel that Inscape House is a safe and inclusive environment for all, and that our school actively teaches the celebration of difference and diversity, and explicitly challenges prejudice and stereotypes.

Responding to Bullying

Procedure
➢ Anyone who is aware of bullying incidents should record the incident on Behaviour Watch and in all incidents the class teacher should be informed.

➢ If the bullying is recorded as level 3 behaviour or above a member of the wider leadership team should also be informed.

➢ Allegations of bullying behaviour or threats of bullying will be investigated and appropriate action taken.

➢ Programmes/ strategies will be implemented to develop and teach new skills and appropriate behaviour e.g. Positive Behaviour Support Conference, Restorative and Constructive Plans, Individual Behaviour Support Plan.

- ➢ In serious and/or recurrent cases the Head teacher and the parents of the pupils involved will be involved.

- ➢ In serious/recurrent cases, a fixed term exclusion may be issued or notice of placement given of those children who are bullying.

Support will be offered to all those impacted by bullying through;

- ➢ Offering an immediate opportunity to discuss the experience with the class teacher or member of staff of their choice

- ➢ Reassurance and continued support to restore self esteem and confidence

- ➢ School Counselling service is also available to support students

We treat behaviour which targets others, seriously. However, we recognise that our pupils all have varying degrees of difficulty in terms of their social understanding and, in particular, their emotional awareness and ability to empathise. In addition, many of them have fragile self esteem and may have experienced incidents of bullying in previous school placements. We believe that the messages children and young people receive during their school years have a significant impact on their ongoing emotional well-being. For these reasons, it is important that we treat these behaviours seriously, that we teach our pupils of their right to be listened to, and that we promote the learning of appropriate strategies to maximise positive social interaction. However, it is of equal importance that we do not label pupils as 'bullies'.

Procedures for Adults

If you are being bullied or suspect a colleague is being bullied you should report your concerns in line with the following Together Trust policies;
- Diversity Policy and Procedure
- Disciplinary Policy and Procedure
- Avoidance of Disputes and Grievances Policy and Procedure
- Whistle blowing Policy and Procedure
- Anti-intimidation Policy

Allegations of bullying behaviour or threats of bullying will be investigated and appropriate action taken.

In serious and/or recurrent cases the Head teacher will take appropriate action in accordance with this policy and the above policies.