**Anti-Bullying Policy**

The Haven School



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| **Approved by:** | Zoie Stevenson | **Date:** May 22 |
| **Last reviewed on:** | 05/10/24 | |
| **Next review due by:** | October 2026 | |

**Anti-Bullying Policy**

**Staff responsible: All Staff**

**The Haven promotes the safeguarding and welfare of children in its care: all policies support the ‘Child Protection Policy’ are fully consistent with the ‘Every Child Matters’ agenda, and fully support the principles of equal opportunities for all.**

This school policy has been developed in line with legal requirements and statutory guidance.

**Contextualisation**

As a result of their special educational needs, some of our students have difficulties with social interaction and can say hurtful things without really being aware of the impact this can have on others. To support these students, we do a significant amount of work in both a formal and informal context to help them understand the impact that negative interactions can have on others and we work to develop their ability to interact appropriately. In these cases, when considering actions to take as a result of an observed, or reported incident of bullying, we have to make reasonable adjustments, so that we do not discriminate against a child as a result of their special educational need or disability. For more information on this, please call and ask to speak to the Headteacher in person.

**Statement of intent:**

We are committed to providing a caring, friendly and safe environment for all of our pupilsso they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

**What is bullying?**

**‘BEHAVIOUR BY AN INDIVIDUAL OR GROUP, USUALLY REPEATED OVER TIME, THAT INTENTIONALLY HURTS ANOTHER INDIVIDUAL OR GROUP EITHER PHYSICALLY OR EMOTIONALLY’**

Bullying can be:

▪ Emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)

▪ Physical - pushing, kicking, hitting, punching or any use of violence

▪ Racist - racial taunts, graffiti, gestures

▪ Sexual - unwanted physical contact or sexually abusive comments (including online comments)

▪ Gender Identity (transphobic bullying) and Sexual Orientation (homophobic and biphobic)

▪ Verbal - name-calling, sarcasm, spreading rumours, teasing

▪ Cyber - All areas of internet, such as email, chat rooms, Facebook, Twitter and other forms of social media. Mobile phone threats by text messaging and calls. Misuse of associated digital technology: e.g. camera and video

**No form of bullying will be tolerated and all incidents will be taken seriously**

**Why is it important to respond to bullying?**

Bullying hurts.

* At the Haven ‘Respect’ is one of our core values. As part of that no one deserves to be the victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

**Sometimes, children bully others because they feel unhappy, insecure, or powerless in their own lives. Their behaviour can be a way of trying to gain control, attention, or status—especially if they are struggling with low self-esteem or difficult emotions. While bullying is never acceptable, it can be a sign that the child who is bullying is also in need of emotional support and guidance. Addressing their underlying issues with care and understanding is just as important as supporting those they’ve hurt.**

As a school we have a responsibility to respond promptly and effectively to issues of bullying.

**Objectives of this policy:**

* All teaching and non-teaching staff, pupils and parents / carers should have a clear understanding of what bullying is
* All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
* All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
* As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying arises
* Bullying will be challenged and pupils who are suspected of bullying will be challenged and supported to change their behaviour

**ROLES AND RESPONSIBILITIES**

**Head Teacher/Senior Leadership Team:**

* Dissemination of policy to whole school community
* Effective implementation of the policy
* Staff training and awareness raising
* To ensure that all adults who work with pupils are aware of the school policy and work within its framework
* To monitor, review and evaluate the effectiveness of the policy
* To report to the management board on a termly basis all incidents of bullying

**Management Board**

* Support the Head teacher in following guidelines
* Inform and consult with parents / carers about bullying issues
* Help to build supportive relationships with parent / carers through mutual understanding

**Parents and Carers**

* To take their child’s concerns seriously
* To take part in any consultations regarding the policy
* Let the school know of any concerns as appropriate
* Supporting key messages being given to pupils
* Attend meetings and contribute in a positive way to actions aimed at solving problems
* Being aware of curriculum resources being used to address issues of bullying

**Pupils**

* To be prepared to express their views through the ‘student voice’ and with their keyworkers.
* To report bullying using the procedures in place

**SIGNS AND SYMPTOMS**

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

* Is afraid of walking to and from school
* Does want to go on school transport / public bus / shared taxi
* Begs not to go to school
* Changes their usual routine(s)
* Is unwilling to go to school (school phobic)
* Begins to truant
* Becomes withdrawn, anxious, lacking in confidence, starts stammering
* Runs away, threatens / attempts suicide
* Cries at night, has nightmares
* Feels ill in the morning
* Begins to do poorly in school work
* Comes home with clothes torn, books damaged
* Comes home with damaged possessions, or ‘go missing’
* Asks for money or starts stealing money (to pay bullies)
* Has dinner (or other money) continually lost
* Has unexplained cuts and bruises
* Becomes aggressive, disruptive or unreasonable
* Is bullying other children or siblings
* Stops eating
* Is frightened to say what’s wrong
* Gives improbable excuses for any of the above
* Is reluctant to use social media
* Is nervous or jumpy when a cyber message is received

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

**Procedures**

1. Report buying to appropriate staff
2. All incidents of bullying will be categorised and recorded on the RM Integris school management system.
3. In all cases parents/carers are informed and in more serious cases parents will be asked to come into a meeting to discuss the problem
4. Staff will assess whether any other authorities (such as the Police or Local Authority) need to be involved, particularly where actions take place outside of school
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. Students who have been bullied will be supported through a variety of strategies eg; ongoing meetings, referral for mediation
7. An attempt will be made to help the bully (bullies) change their behaviour through a variety of strategies eg; referral for mediation, helping them develop an understanding of what it feels like to be bullied and furthermore work on building their own self esteem
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying doesn’t take place
9. The victim to be informed of how the incident will be dealt with

In order to prevent bullying a number of approaches will be used in order to adopt a bullying prevention ethos. They will include;

**CURRICULAR APPROACHES**

* Termly incident analysis carried out to inform Personal Social Health Education (PSHE) provision required needs led to our current cohort
* Raising awareness about bullying eg; ‘Anti-Bullying week’
* Using SEAL (Social Emotional Aspects of Learning) materials in lessons and assemblies
* Group time / anger management / CAMHS therapy
* Personal Social Health Education (PSHE), Tutor time activities, drop down days
* Skill building lessons and working together

**TARGETTED APPROACHES**

* Active listening
* Counselling and therapy based approaches
* Transition activities
* Emotional coaching
* Reflective conversations

**Possible outcomes**

**In the first instance, the schools’ priority will always be to stop the bullying. The school will deal with each incident in, what is considered to be the most appropriate manner, this may include;**

* The bully (bullies) may be asked to put things right in their own way.
* Taking part in mediation using the Restorative Justice approach
* Fixed term exclusion
* Referral to the LA for a change of school

However, due to the SEND needs of our pupils at times reasonable adjustments will be made to ensure this policy is not discriminatory

## **Child on Child Abuse**

All Haven School Staff are aware that Safeguarding issues can manifest themselves via Child-on-child abuse. This is most likely to include, but not limited to;

* bullying (including cyber bullying)
* sexual violence and sexual harassment
* physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm
* sexting and initiating/hazing type violence and rituals.

Staff **must challenge** any form of derogatory (see below for further definition) and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing. Behaviours by children should never be passed off as ‘banter’ or ‘part of growing up’. The DFE states ‘Child on child’ abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and should not develop high thresholds before taking action. Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of child-on-child harm will be supported by the schools pastoral system and referred to specialist agencies if appropriate.

**Bullying outside school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils’ wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond accordingly to their responsibilities as outlined in this policy

**Derogatory Language/Offensive Language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on RM Integris and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using such language.

**Prejudice – based incidents**

A prejudice- based incident is a one- off incident or unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice- based incidents are taken seriously and are recorded and monitored in school, with incidents being recorded and passed onto Headteacher and Management Board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti – bullying interventions.

**MONITORING AND EVALUATING THE POLICY**

All reports of bullying will be recorded, and this data will be used to;

* Manage individual cases effectively to ensure appropriate support
* Monitor and evaluate the effectiveness of strategies employed is provided
* Celebrate the anti- bullying work of the school
* Demonstrate defensible decision making in the event of complaints being made
* Engage and inform multi agency teams as necessary
* Provide monitoring reports to pupils via ‘student councils’
* Report to The Havens’ Management Board in order for them to evaluate the anti-bullying work of the school
* Report the number of bullying incidents to referring authorities as required
* Inform the evidence as presented in the schools’ self-evaluation process

The school will review this policy annually and assess its’ implementation and effectiveness.

This policy will be implemented throughout the school

Signed *Zoie Stevenson*  Date October 24

Head teacher

Signed Nicole Hogan Date *October 24*

Head of Management Board

Review: May 26