



SENDScope

Independent School

Anti-Bullying Policy

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ANTI BULLYING POLICY

Introduction

At SENDSCOPE in accordance with 'Safeguarding', we aim to provide a safe, caring and friendly environment for all of our students so that they may learn effectively, improve their life chances and help them to maximise their potential.

We would expect all students to feel safe at SENDSCOPE and to have an understanding of the issues relating to safety, such as bullying. We also want our students to feel confident to seek support from SENDSCOPE staff and their peers should they feel unsafe.

Rationale

SENDSCOPE is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of the SENDSCOPE community have the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.

Preventative measures ensure that bullying is a rare occurrence at SENDSCOPE. The setting uses many measures to prevent bullying including raising awareness through educational activities, pastoral support, good classroom management, effective supervision by adults during unstructured times and the promotion of positive interpersonal relationships.

Additionally, SENDSCOPE will build strong community links with parents/carers, residents, transport providers, Community Police Officers and local schools/youth groups which supports its ethos and stance against bullying.

SENDSCOPE believes that:

- All students have the right to learn free from intimidation and fear
- The needs of the victim are paramount
- Bullying behaviour will not be tolerated
- Students who have been bullied will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007). Bullying differs from teasing/falling out between friends or other types of aggressive behaviour in that:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger, then intervention is immediate.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet, inappropriate use of social media
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours about the student or his/her family
- excluding people from groups. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the passive bystanders or 'accessories' and this also constitutes bullying

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation – homophobic or biphobic bullying, including use of homophobic or biphobic language
- Bullying relating to gender identity – transphobic bullying, including use of transphobic language
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying. All forms are taken equally seriously at SENDSCOPE and dealt with appropriately. Certain groups of students are known to be particularly vulnerable to bullying by others. These may include students with additional educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender.

Reporting and Responding to Bullying

SENDSCOPE has clear systems for reporting bullying. The setting community (including staff, parents/carers, children and young people) is made aware of this via the website, information sent to parents/carers, assemblies, form time, PSCH work and curriculum.

Responsibilities of all stakeholders

SENDSCOPE Staff will:

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to students/colleagues who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying through the appropriate pastoral/safeguarding channels
- Display anti-bullying messages throughout the setting
- Seek support from outside agencies if required
- Be a good role model
- Show all students and colleagues respect and treat all equally and fairly
- Be consistent with consequences for bullies
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the victim, include parents/carers even if there is little to report
- Boost self-esteem by praise, compliments and encouragement
- Safeguard all those who report bullying
- Use systems in place such as buddying, peer mentors, restorative approaches
- Ensure that unstructured times are supervised with staff strategically placed

SENDSCOPE students will:

- Tell a trusted adult. Don't suffer in silence

- Keep a diary (using the 4 Ws – who, what, where, when) to help staff deal with incidents
- Be a good friend to all who need one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Walk away from bullying and report it immediately
- Tell the truth about incidents / situations

SENDSCOPE parents/carers will:

- Inform the school of any suspected bullying, even if it is not their child
- Co-operate with the setting and work together to prevent any long-term damage from the effects of bullying
- Advise children not to retaliate with violence in any situation
- Encourage their child to report bullying to a member of staff using the 4 Ws – who, what, where, when
- Be sympathetic and supportive towards their child and reassure them ensuring that their child understands that the bullying is not their fault
- If your child has been accused of bullying others, work in co-operation with the setting and listen to the evidence
- Keep a written record of any reported incidence of bullying

Procedures

All reported incidents are taken seriously and investigated involving all parties as outlined below:

- Interviewing of all parties
- Written statements taken
- Informing parents of ongoing incidents
- A range of responses appropriate to the situation utilised: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Appropriate setting sanctions applied
- Follow up by the named person, keeping in touch with the person who reported the situation, parents/carers and staff
- Support for the victim and the bully
- Monitoring of the situation

- Named person for the victim to report any further incidents for continuous ongoing support
- Reporting to Police, Careline etc as may be appropriate

Bullying outside SENDSCOPE premises

If an incident of bullying, involving SENDSCOPE students, outside of the setting premises is reported, this will be investigated as above and appropriate action will be taken. This may involve internal setting sanctions, advising parents/carers to inform the Police of incidents, or supporting them and their child in seeking other outside agency support.