Local Procedure Title	Anti Bullying
Service	**Clay Hill and Home Farm School**
ACS Policy number and title	**ACS 03 Anti Bullying**
Local Procedure template reference	**ACS LP 03**
Local Procedure date	October 2024
Local Procedure review date	October 2025
Local Procedure Author(s)	Sherri Langrish
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1.   Bullying

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms of name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. It can take place in real-life and online (cyber bullying).

Bullying arises from a wish to hurt, threaten and frighten someone else with intent, often repeated regularly and not a series of 'one-off' events.

The following types of bullying behaviour are included in the definition of bullying:
- Physical bullying such as threats, aggression and violence
- Emotional bullying such as deliberate exclusion, malicious gossip and other forms of relational bullying
- Verbal bullying such as name calling
- Cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying, gender based bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

(See appendix 1 for examples of bullying behaviour)

At Clay Hill and Home Farm School we use the **STOP** approach to support our message to pupils about bullying as both a definition and strategy acronym:

S – Several

T – Times

O – On

P – Purpose

S – Start

T – Telling

O – Other

P – People

There is a separate local procedure on Anti-bullying as well as a complaints procedure for pupils. **ALL** pupils have a right to come to school feeling safe and valued. Bullying will not be tolerated at Clay Hill and Home Farm School.

2.   Bullying Awareness – Staff and Pupils

All pupils have a right to feel safe and valued. Throughout all PSHE, Social Skills and tutor times sessions, the message of communicating concerns and worries to staff is repeatedly reinforced to pupils.

The LSA and Teacher of each child's class is identifiable to them as a 'key worker' who they can share their concerns with. In addition, pupils have interaction with members of our Therapy team for social skills and also for citizenship, PSHE and careers.

The atmosphere developed in Clay Hill and Home Farm school is one of openness and safety. Relationships between pupils and staff are strong and enable for communication to occur when pupils have concerns regarding someone else's conduct to them.

Our SALT sessions with groups and individuals, develop skills and confidence of pupils to be able to share any concerns.

Anti-Bullying and Cyber Bullying/safety are two key areas repeatedly delivered and reinforced in PSHE and Citizenship. The school follows the National Awareness weeks for both and during those weeks, all daily tutor and assembly slots focus on these areas so we can support our young people with their understanding of these areas and also in understanding the law in relation to bullying and harassment.

The school aims to use positive relationships and restorative practice as an holistic approach to resolving issues and concerns between pupils.

Staff have regular training in regards to Inclusion and supporting our pupils. Staff have training on Zones of regulation to support them in their delivery of recognising emotions and communicating them. Senior leaders deliver training and 1:1 support to staff on managing challenging behaviours and challenging relationships. The SENDCo is implementing the Thrive approach across the whole school, empowering staff to support pupils with their communication and emotional wellbeing. Senior Leaders meet once a week, safeguarding and behaviour are addressed in this meeting. Information is passed on to staff either directly or through staff briefings - this can include issues with attendance, specific form of cyber safety or indeed incidents of bullying. Although these are very low.

3.   Dealing with concerns – Restorative Practice

Restorative practice approach underpins our philosophy in regards to solving problems and moving forward with pupil and staff relationships. This creates an environment where issues that arise are challenged but most importantly, the entire picture is considered so all involved can learn and make improvements to the situation moving forward.

Bullying of any form will not be tolerated in the school and all steps will be taken immediately in order to resolve any concerns.

In addition to it being the most effective approach, it also provides valuable opportunities for life and communication skills to be developed and modelled to for our pupils.

Following any concerns or alleged bullying:
- A full investigation will take place by a member of SLT or DSL.
- 1:1 conversations and witness accounts will be taken from all individuals involved, including staff and pupils.
- All evidence and information will be considered and as an SLT an informed and appropriate approach will be decided upon to effectively deal with the issue and support all pupils in moving forward.
- A restorative meeting will be held with a member of SLT as the facilitator and the individuals involved present. The aim of the meeting will be for each party to have the opportunity to discuss how they are feeling, how things are not working and what we can do to move forward. It is an opportunity for all sides to reflect on the feelings of the other.
- Whilst this is rare, especially within our provision, if the level of severity meets the required threshold, external referrals may need to be made e.g. if presents concerns around PREVENT, safeguarding, criminal exploitation etc.
- Full detailing of the discussion will be recorded onto our MIS with resolution included.

4. Reviewing Incidents

Every week, the inclusion lead looks at the behaviour logs from the schools MIS. Every fortnight the inclusion lead is invited to the SLT meeting to feedback. This includes a review of bullying incidents. Actions will be determined as appropriate with any emerging needs or concerns which are evident as part of this review.

This is in addition to the review completed following all incidents of bullying.

Appendix 1:

EXAMPLES OF BULLYING BEHAVIOURS

General behaviours which apply to all types of bullying	Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
	Physical aggression
	Damage to property
	Name calling
	The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
	Offensive graffiti
	Extortion
	Intimidation
	Insulting or offensive gestures
	The "look"
	Invasion of personal space
	A combination of any of the types listed
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation
	Harassment: Continually sending vicious, mean or disturbing messages to an individual
	Impersonation: Posting offensive or aggressive messages under another person's name
	Flaming: Using inflammatory or vulgar words to provoke an online fight
	Trickery: Fooling someone into sharing personal information which you then post online
	Outing: Posting or sharing confidential or compromising information or images
	Exclusion: Purposefully excluding someone from an online group
	Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
	Silent telephone/mobile phone call
	Abusive telephone/mobile phone calls
	Abusive text messages
	Abusive email
	Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
	Abusive website comments/Blogs/Pictures
	Abusive posts on any form of communication technology
Identity Based Behaviours	

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	Spreading rumours about a person's sexual orientation Taunting a person of a different sexual orientation Name calling e.g. Gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks Threats
Race, nationality, ethnic background and membership of the Traveller community	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: Malicious gossip Isolation & exclusion Ignoring Excluding from the group Taking someone's friends away "Bitching" Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look" Use or terminology such as 'nerd' in a derogatory way
Sexual	Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	Name calling Taunting others because of their disability or learning needs Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues Mimicking a person's disability Setting others up for ridicule

Contents Checklist (Local Services may add additional items – this is a core list)			
How is information about preventing bullying communicated to children and young people?		How are records of bullying and interventions taken to prevent and manage them maintained, and who does this?	
How is information about preventing bullying communicated to colleagues?		How are incidents of bullying monitored?	
How are debriefs with children and young people facilitated and recorded following incidents of bullying or suspected bullying?		How and when are colleagues trained to prevent and manage incidents of bullying?	
How are debriefs with colleagues facilitated and recorded following incidents of bullying or suspected bullying?		How and when are colleagues trained to prevent and manage incidents of cyber-bullying?	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
October 2024	S.Langrish	Anti bullying 7.08.24 K. Dorian