



Rugeley School Counter-Bullying Local Procedure

Adopted: June 2015

Reviewed: Sept 2025

Next Review: Sept 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

| Procedure for | Anti-Bullying Local Procedure | | |
|---|-------------------------------|--------------------|-------------|
| Associated Aspris Children's Services policy | Countering Bullying | Number | ASC:03 V:01 |
| Setting - Rugeley School | Lisa Price Headteacher | Signature | |
| Quality Assured by : | Anthony Armstrong | Signature | |
| Issue date | 9/25 | Review date | 9/26 |

Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.

- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

Rugeley believes that everyone has the right to feel safe and happy whilst at school, and it is the responsibility of the school, working in collaboration with families, to strive to ensure that this happens.

In writing this policy Rugeley has taken into account the following DFE guidance documents:

- Safe From Bullying in Children's Homes – (DCSF Nov. 2009)
- Preventing and Tackling Bullying (DFE July 2017)
- Approaches to preventing and tackling bullying – case studies (DFE June 2018)

Preventing and Tackling Bullying defines bullying as:

'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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

As part of this guidance cyber bullying is defined as 'a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.'

Rugeley school also recognises that some young people with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Principles

At Rugeley School we recognise that some of our young people may:

- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

Rugeley School has a whole school approach to preventing and tackling bullying, involving teaching and non-teaching staff, pupils, parents and carers and governors. This is reflected in a "whole school ambition" for developing a culture of good behaviour and is linked to the positive behaviour support approach and the three key behaviour expectations:

- **To be Safe**
- **To be Respectful**
- **To be Ready to learn.**

This approach ensures that the whole school community is clear on behaviour expectations and are sending out a consistent message.

Our whole-school policy provides short and long-term strategies, which are supported by the school organisation and curriculum. Advice and guidance is provided for all our young people, parents and school staff. Particular help will be offered to everyone involved in a situation of bullying and to the young person or their parents.

The headteacher is responsible for devising whole-school strategies to combat bullying. Despite all our efforts to ensure that bullying is infrequent in our school, it must be assumed that it could take place and these measures are in place to prevent and reduce its possible occurrence.

Practice

The list below highlights what to consider to make sure all our young people feel confident they can report bullying and be heard.

- Is there a quiet place in school to go to and talk?
- Does the staff member understand the young person's communication needs?
- Can the young person understand the staff member?
- Are their personal communication tools available to them?
- Have they had time to calm down and fully tell what they want to?
- Does the young person need a supporter?
- Are staff visible and available to all young people out of the classroom?

Rugeley School follows the DFE guidance which states that prevention is equally as important as the way in which you respond to incidences of bullying and we are committed to a whole school approach to:

- Direct to clear guidance for the learners in a format which is accessible to them, which explains what bullying is, and that it is wholly unacceptable, and what to do if the experience or witness bullying. This is kept in each classroom and displayed on posters around the school
- Listen carefully, take bullying seriously and deal with it quickly by implementing agreed consistent responses.
- Create a culture and environment within Rugeley School in which bullying is universally regarded as unacceptable – To be Respectful.
- Ensure a framework exists for staff and young people which will support and provide them with an effective and workable approach to dealing with issues of bullying.
- Create a positive, caring ethos in the school in which our young people are accepted as valued individuals regardless of age, gender, status and ability.
- To demonstrate a respect for others by seeking to influence them from a basis of good personal relationships and the use of personal skills rather than by the use of power and use of threats of punishment.

The school approach promotes an ethos of respect for peers; it actively fosters empathy between our young people and, through the emphasis on the group dynamic, positive relationships are forged between the young people.

All class teachers and learning assistants create a caring, co-operative ethos through both personal and social education, and using cross-curricular themes. Social behaviour is taught by drawing on incidents as they occur in the daily life of the class; our teachers must teach social skills in a conscious and systematic way.

A procedure is laid down which is followed should bullying occur, and this procedure has been made explicit to all staff, and young people if appropriate. Each case will be followed up to ensure that the target is given as much support as possible and to prevent a reoccurrence of the behaviour. Parents of

both targets and bullies are informed of the action being taken and the reasons given by the Head Teacher.

Regarding cyber bullying, an authorised staff member can search for a confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited
- is evidence in relation to an offence

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone for a search in these instances.

A variety of annual events are participated in by the school to further encourage and raise the profile of counter bullying. These include

- Anti bullying week – (3rd week in November)
- Odd Sock Day (November)
- E-Safety Day (2nd Tuesday in February)

Procedures

Our approach towards preventing and responding to bullying in our school begins by creating an ethos that does not tolerate the oppression of one person by another and values the individual.

The following points are an important part of a whole-school policy, which involves all our young people and staff in its anti-bullying campaign. These points can form the basis of class or tutorial group discussions if appropriate.

- The responsibility for the prevention of bullying rests with **everyone**

Guidelines for all staff:

These are communicated to staff through this document and annual training

Stage One

- (a) Staff should talk to the victim about the incident and their feelings.
- (b) The alleged perpetrator and any witnesses should be seen separately.
- (c) The staff should talk to the perpetrator how the victim maybe/is feeling.
- (d) No blame should be attributed but staff should emphasise the perpetrators responsibility for their behaviour.
- (e) All children/young people involved should be asked for suggestions to make the alleged victim feel happier.
- (f) Staff should report all concerns to the Head Teacher
- (g) If appropriate facilitate a reconciliation meeting
- (h) The staff member/carers should meet with the child involved at an agreed future time to review progress.

(j) If after a week, things have improved, no further formal action may be required but the staff should continue to monitor the situation.

(i) If things have not improved, the staff should move to Stage Two.

Stage two

(a) If bullying is continuing, a meeting should be convened and is likely to include children involved and their advocates to discuss resolution

(b) An action plan should be drawn up, which should include direct work with the children/young people involved and strategies to improve the situation.

The situation should be monitored to assess progress. If, after a week, the situation has not improved, Stage Three should be implemented.

Stage three:

Where stages one and two have proved ineffective and continuing bullying is having an adverse effect on children and young people, Lisa Price (Head Teacher), in liaison with their regional lead (Kath Bridon) consider calling a professionals meeting to review the situation. This may involve specialists such as teaching, therapy and social work staff.

Senior Staff

- Examine the school's physical environment and general organisation. While ensuring the right for independence and dignity of the pupils make sure that the playground, corridors, toilets and other hidden corners are appropriately monitored by staff and ensure appropriate supervision of pupils throughout the school day.

Debrief

Following any of the above steps being used a debrief is held with the victim and using a communication aid in the form of a debrief folder. This is to aid at an appropriate level to the child to enable them to understand what has happened and how the school have responded9. **Reporting**

Young People:

- The young person should talk to their class teacher or any member of staff who they feel comfortable to approach.
- The young person who feels unable to speak about it can post a "something is wrong" form in the school post box.

Staff

- Deal with the problem immediately. Speed is essential in dealing with incidences of bullying.
- Report any incident of bullying at once to your line manager who will then immediately inform the Head Teacher.

Recording

If appropriate for the specific young person involved, the following steps are followed in recording incidents of bullying. This also conveys to all concerned how seriously the school regards bullying behaviour.

- The victim records at once the events in writing, or by drawing or by the selection of pictures or symbols, depending on the young person's preferred mode of communication

- The young person involved is encouraged to talk through the incident separately with their teacher/ learning assistant, if appropriate.
- The teacher and/or a senior staff member should record their discussions with both parties. Following this discussion, the Head Teacher should be involved as appropriate
- The parents/carers of the young person involved are sent or given copies of all reports, and the reports are placed in the respective young person's confidential files for a specified period of time – currently agreed to be for 12 months
- The parents/carers of the young person is asked to respond to the reports outlined above in writing, within 5 working days
- The Head teacher will interview all young people concerned and give warnings to each young person as appropriate. This is reinforced by the Head Teacher sending letters to the young person's parents telling them what has happened, but not identifying the target.

Evaluation

Evaluation of this procedure will be conducted on an annual basis, drawing on a random sample of views from parents, young people and staff, and by examination of the bullying records held within the school, in order to determine its effectiveness in dealing with any incidents of bullying.

This policy should be read in conjunction with the following School policies:

- Positive Behaviour Support
- Equal Opportunities
- Special Educational Needs
- Comments and Complaints Procedure for pupils

Monitoring and Review

Patterns of bullying will be identified through monitoring and actions are identified and implemented.

It will be the responsibility of the Senior Leadership Team to ensure that procedure is monitored and reviewed to make sure our Anti Bullying procedures are embedded and up to date with latest national recommendations. See the Aspris Children's Services Policy Number ES03 for additional supporting policies.

References

Children's Homes Regulations 2015
 Care Homes (Wales) Regulations 2002
 Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
 The Education (Independent School Standards) Regulations 2014
 CQC (2015) Guidance for Providers on the Meeting Regulations
 DfE (2015) Guide to the Children's Homes Regulations including the Quality Standards
 DfE (2014) Preventing and Tackling Bullying
 DfE (Current version) Keeping Children Safe in Education
 DfE (2015) Residential Special Schools: National minimum standards
 Scottish Government (2018) Health and Social Care Standards: My support, my life
 Respect for All - National Approach to Anti-Bullying for Scotland's Children and Young People:
 Scottish Government 2017
 Getting It Right For Every Child (GIFEC)
 Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017: Welsh
 Statutory Instrument No. 1264 (W.295)
 Rights, respect, equality: guidance for schools Welsh Government (November 2019)

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.