Pace Independent Special School

Anti-Bullying Policy

Date Published:	2014	Signed:	
Reviewed:	2015		
Review date	January 2018		

This policy must be read in conjunction with:
- Safeguarding Policy
- Equal Opportunities Policy
- SEND Policy

Introduction

This policy aims to ensure that all those connected with Pace are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of students who experience bullying through increasing awareness of such behaviour and its causes, as well as highlighting the consequences for students, staff, parents and carers and other individuals that make up the school community. We aim to help students find and put into practice a series of solutions to the problem of bullying. The policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them.

National and Legal Framework

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

The aim is supported through the other key themes of:

- 'Be healthy': sustaining positive mental health;
- 'Enjoy and achieve': enjoying the social experience provided in various settings and that achievement is not inhibited;
- 'Making a positive contribution': developing positive relationships; and
- 'Achieve economic wellbeing': taking positive relationships into the workplace.

Under no circumstances will we tolerate any form of bullying, and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with pupils and parent/carer(s) and to hear their views and opinions, as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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Aims and Objectives

- To develop a school environment that is both safe and secure for all pupils.
- All Teachers and staff should know what bullying is, and what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, parents and carer(s) should know what the school policy is on bullying, and what they should do if bullying arises.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

What is bullying?

Bullying is when one or more people physically, emotionally, verbally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time, and consists of a series of different incidents.

Different types of bullying include:
- Physical – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- Verbal – name calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.
- Emotional/psychological – excluding someone from a group, humiliation.
- Racist – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially-motivated violence.
- Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.
- Homophobic – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.
- Cyber – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards), instant messaging services, emails and other social forums such as Facebook, hate websites.

How we handle Bullying at Pace Independent Special School:

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change their bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any pupil who is being bullied to support and encourage that pupil in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any pupil who is carrying out bullying to support and encourage that pupil in finding alternatives to their bullying behaviour.
- Excluding pupils from Pace is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying will have to be 'Fixed Term Excluded' from Pace while the report is investigated and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the excluded pupil to return, he/she may have to be permanently excluded.
- All bullying incidents are recorded on a bullying log/record sheet and documented on other paperwork where appropriate.

Responsibility for the Policy and Procedure

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headteacher will:
- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all children;
- ensure that all pupils understand that bullying is wrong through PSHE and school assemblies;
- ensure that all parents/carers are aware of this policy and that we do not tolerate bullying;
- respond to and deal with all incidents of bullying;
- keep records of all incidents of bullying;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff; and
- monitor the effectiveness of this policy.

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Role of the Coordinator

The coordinator will:
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- keep up-to-date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour; and
- review and monitor.

Role of School Personnel

School personnel will:
- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying through PSHE;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality; and
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils must:
- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council; and
- take part in questionnaires and surveys.

Role of Parents

Parents must:
- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part in periodic surveys conducted by the school; and
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training for School Personnel

School personnel will undertake training in:
- what is bullying?
- types of bullying such as cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture;
- recognising bullying;
- anti-bullying strategies;
- how to deal with a bullying incidents;
- counselling the bullied and the bullies; and
- working and co-operating with parents and carers.

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We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up-to-date with new information and guidelines concerning equal opportunities.

Incidents

- All reported incidents are investigated and dealt with.
- Parents are informed of all events and what actions have been taken.
- Records will be kept of all incidents and their outcomes.

Counselling

- School counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:
- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and end of half-term newsletters;
- reports such annual report to parents and Headteacher; and
- information displays in the main school entrance.

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher.

Linked Policies

▪ Pupil Behaviour & Discipline	▪ Safeguarding and Child Protection
▪ Anti-Cyber Bullying	▪ Internet Social Networking Websites
▪ Acceptable Internet Use Agreement	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by		Date

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