Anti Bullying policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
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Job Title of Lead Person:	Chris Brown (Head of Education)

1. Introduction

The Yews School is committed to maintaining an inclusive, safe, and nurturing environment where all pupils and staff feel respected, protected, and valued. Bullying and child-on-child abuse are incompatible with our school values of **Respect, Kindness and Compassion**.

This policy aligns with the **Independent School Standards (ISS) Part 3: Welfare, Health and Safety**, which require:

- arrangements to safeguard pupils (para.7) [legislation.gov.uk]
- implementation of an effective anti-bullying strategy (para.10) [legislation.gov.uk]
- use of DfE statutory guidance on safeguarding and behaviour (ISS Guidance 2019) [TY - Behav...cy Updated | Word]

It also reflects the **DfE Preventing and Tackling Bullying Guidance**, summarised in national child law resources. [qna.files....liament.uk]

2. What is Bullying and Child-on-Child Abuse?

Bullying and child-on-child abuse may take many forms and often involve a pattern of repeated harmful behaviour that is:

- **deliberately hurtful**
- **persistent over time**
- **difficult for the victim to defend against**
  [qna.files....liament.uk]

At The Yews, we recognise that pupils with SLD or communication difficulties may exhibit behaviours that **appear harmful but are not intentional**. All behaviour is seen as communication.

Types of bullying/abuse include:

- Physical (hitting, kicking, biting)
- Verbal (name-calling, discriminatory language)
- Social (exclusion, spreading stories)
- Intimidation (threats or gestures)

All are considered unacceptable regardless of intent or disability.

3. Legal and Regulatory Framework (ISS Cross-Check)

Under the **Education (Independent School Standards) Regulations 2014**:

- Schools must safeguard and promote welfare (para.7) [legislation.gov.uk]
- Schools must implement an **effective anti-bullying strategy** (para.10) [legislation.gov.uk]

Under DfE ISS guidance:

- Policies must be implemented effectively, not just written. [TY - Behav...cy Updated | Word]

Under Education Act 2002 & Education and Inspections Act 2006:

- Schools must prevent bullying and have measures encouraging good behaviour. [qna.files....liament.uk]

This policy is compliant with all statutory expectations.

4. Our Whole-School Approach

We aim to:

- Build a culture where all bullying is challenged and reported.
- Ensure all pupils feel able to work, play, and communicate **without fear**.
- Record all incidents (CPOMS) regardless of intent.
- Distinguish between **intentional bullying** and **unintentional harmful behaviours** linked to SEND.

We apply **reasonable adjustments** in line with the Equality Act 2010 while maintaining zero tolerance for harm.

5. Strategies to Prevent Bullying and Child-on-Child Abuse

Prevention aligns with ISS Part 3 para.10 and DfE prevention guidance.
[legislation.gov.uk], [qna.files....liament.uk]

We will:

- Teach communication skills (AAC, Makaton, visuals).
- Reinforce school values directly in curriculum.
- Monitor transitions, playgrounds, lunch, and transport.
- Model respectful behaviour.
- Ensure immediate reporting of all incidents.

Sexualised language or behaviour is always treated seriously and referred to safeguarding when appropriate.

6. Protecting the Victim (NEW – REQUIRED BY ISS)

Protecting the victim is a **mandatory ISS duty** under para.7 (safeguard welfare).
[legislation.gov.uk]

Immediate Protection

- Remove the victim from the triggering environment.
- Provide a trusted adult for regulation and reassurance.
- Use AAC/visuals to allow the victim to communicate what happened.
- Assess for emotional or sensory distress.
- Inform DSL if safeguarding thresholds may be met.

Ongoing Safety Measures

- Create a **Victim Safety Plan**, including:
    o increased supervision
    o safe adults & safe spaces
    o visual scripts for "how to get help"
- Adjust groupings, seating, movement routes.
- Provide additional PSHE and emotional-regulation support.

- Maintain regular contact with parents/carers.
- Review safety plan after 2 weeks, then every 6 weeks.

7. Working with the Perpetrator (NEW – SEND-Sensitive & ISS-Compliant)

In line with ISS (para.9) requiring policy **implementation**, interventions for perpetrators must be fair, appropriate, and focused on welfare.
[legislation.gov.uk]

Assessment & Understanding

For pupils with SLD, harmful behaviours may stem from:

- communication frustration
- sensory overload
- anxiety
- difficulty understanding boundaries

We will conduct a **Functional Behaviour Assessment (FBA)** to identify needs.

Intervention & Support

We will:

- Adapt the pupil's **PBS plan**.
- Teach alternative behaviours (e.g., asking for space).
- Teach emotional regulation through My Independence curriculum.
- Supervise more closely around vulnerable peers.
- Provide social stories about kindness and boundaries.
- Involve families to ensure consistency across settings.

Restorative Work (Case-by-Case)

- Only attempted when safe and appropriate.
- Must NOT re-traumatise the victim.
- Uses highly structured, visual, adult-supported scripts.

Physical separation is maintained if risk remains.

8. Recording and Monitoring

In line with ISS Part 3:

- All incidents recorded on CPOMS.
- DSL and SLT review patterns weekly.
- Reports shared with placing authorities when required.
- Actions documented and reviewed regularly.

9. Roles and Responsibilities

Headteacher:

- Oversight of all bullying and child-on-child cases.
- Ensures ISS compliance and correct implementation of policy.

All Staff:

- Vigilant monitoring of vulnerable pupils.
- Accurate and timely CPOMS reporting.
- Support and protect victims immediately.
- Implement PBS and safety plans as directed.

10. Policy Availability (ISS Part 6 Requirement)

This policy is available to:

- Staff, parents, carers, inspectors, and external professionals
- On the school website or on request
  [TY - Behav...cy Updated | Word]

11. Linked Policies

- Safeguarding & Child Protection
- Behaviour Policy
- Positive Handling (PRICE)
- Equality & Inclusion Policy
- Code of Conduct