

The SENAD Group

Section 5 Anti-Bullying Policy

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Policy

This aim of this policy is to ensure all young people and staff in SENAD establishments are free from all forms of bullying or harassment.

Research shows that young people with SEN and disabilities are more likely to be bullied than their peers. Bullying is one of the most damaging forms of discrimination

In developing a non-bullying ethos therefore it is essential that all staff understand that all young people are potentially vulnerable to bullying and that young people with SEN and disabilities may be bullied for a range of reasons but are doubly vulnerable because of:

- Negative attitudes to disability
- Negative perceptions of difference
- Isolation due to disability
- Lack of understanding of what bullying is
- Inability to communicate

We must also take into account that some children and **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.

Definition of Bullying

Safe to learn defines bullying as: Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Types of Bullying

Bullying activities may include teasing, horseplay, humiliation, isolation, blackmail and damage to or theft of personal possession etc. A precise definition is difficult, but the key factor is the distress caused to the recipient, rather than the intentions of the bully. It may be any of the following:

- **VERBAL:** As in name calling or making personal comments.
- **SOCIAL:** For example not being spoken to or being left out of activities.
- **MATERIAL:** When possessions are stolen or damaged or extortion takes place.
- **MENTAL:** As when pressure to conform is applied.

- **PHYSICAL:** As in harassment or aggression.
- **SEXUAL:** As in harassment, aggressive or homophobic bullying.
- **RACIAL:** As in harassment or aggression.
- **IMPLICIT:** When people feel under pressure to behave in a way which they think will please the perpetrator.

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- **VIOLENCE or ASSAULT**
- **THEFT**
- **REPEATED HARASSMENT or INTIMIDATION**, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales.

Cyber-bullying –

Cyber-bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target.

However, it differs in several significant ways from other kinds of bullying because of:

- the invasion of home and personal space
- the difficulty in controlling electronically circulated messages
- the size of the audience
- perceived anonymity
- the profile of the person doing the bullying and their target

see e-safety policy – **510 and**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

<https://www.gov.uk/bullying-at-school/reporting-bullying>

Homophobic, Biphobic and Transphobic Bullying

Homophobic, Biphobic and Transphobic Bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual and transgender people. This is commonly directed at:

- Young people who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+).
- Young people who are thought to be lesbian, gay, bisexual or transgender.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have LGBTQ+ friends, family, or parents/carers are LGBTQ+.
- Teachers, who may or may not be LGBTQ+.

Bullying around Race, Religion and Culture

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Racist bullying is an aspect of bullying that can be particularly challenging, as prejudice can be deep seated and may be part of an individual family culture or home environment. In schools work to counter racist attitudes and promote an appreciation of diversity & equality should be built into the curriculum.

While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying.

The law recognises the seriousness of abuse and attacks that are motivated by racism and SENAD like all public bodies has a duty at law to promote race equality.

Bullying can be inflicted by staff, students, visitors, parents, colleagues and both young people and staff are potentially victims. The SENAD Personal Harassment & Bullying Policy for staff is set out in the Staff handbook.

Responsibilities

All staff have a vital role to play as they are at the forefront of behaviour management and supporting young people's sense of well-being. They

have the closest knowledge of the young people and are best placed to ensure that they:

- have the means to communicate their views experiences and concerns
- know who to talk to if they have a concern
- are confident that they will be listened to
- are supported to prevent and deal with bullying
- are supported to understand the impact of their own behaviour on others
- are provided with experiences which help build self esteem & confidence
- are supported to develop peer friendships
- have regular opportunities to develop social competencies

The head of establishments must ensure that:

- there are clear procedure for reporting bullying including those which are accessible to all young people
- there is a system for recording incidents of bullying and that staff use it consistently
- all staff receive appropriate training in recognising and dealing with bullying and in disability equality

Managers should:

- ensure that all staff know and use the reporting & recording system consistently
- monitor the effect of anti-bullying interventions and regularly audit bullying incident
- track all responses to bullying & monitor outcomes

A nominated senior member of staff will be responsible for management, monitoring and review of all bullying issues.

Prevention

Individual risk assessments must rate the potential for a young person to be bullied or display bullying behaviour, deliberately or inadvertently.

Preventative work should be ongoing and integral to an ethos which puts quality of life and equality of opportunity at the heart of all practice.

Staff should be able to appropriately challenge prejudice and model inclusive attitudes. They should know the extent to which an individual's SEN or disability may lead them to bully or be bullied by others. They

must assess the risk and put in preventative measures appropriate to the individual young person.

Programmes for young people should place an emphasis on the development of social communication competencies and include activities and experiences which improve self-esteem, encourage team work and cooperation, and foster peer friendships, both for the bully and the young person being bullied.

The daily curriculum should include both discreet and incidental work on equality and disability awareness.

Attention should be paid to environments which should be organised to minimise anxieties.

Support strategies and skills building targets should be included in Positive Behaviour Support Programmes for young people who bully either deliberately or inadvertently.

All young people should be involved in the development, monitoring and review of the policy, through classroom discussions, house discussions, school council meetings or other consultation opportunities. To further support review, establishments will ensure parents know what we mean by bullying, what to do about it and what the establishment will do.

Identifying & responding

Young people should be given accessible information about how to report bullying incidents for themselves. Staff should advocate for young people who are not able to report incidents themselves and report incidents or concerns promptly. Staff should also be aware that bullying can often lead to changes in behaviour which are not otherwise explainable. Staff need to be alert to changes in behaviour and make sure they understand the cause.

Responses to bullying will vary and will be individualised taking into account the needs and abilities of the young people involved. In all cases the victim & perpetrator will be equally supported.

Responses and outcomes will be formally recorded and periodically reviewed.