



**BEVERLEY SCHOOL
FOR
STUDENTS WITH AUTISM**

ANTI-BULLYING POLICY

**Updated: October 2021
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BEVERLEY SCHOOL'S ANTI-BULLYING POLICY

INTRODUCTION

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Whatsapp, Snapchat, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet (sexting). Peer on Peer and sexual violence and harassment are extreme forms of bullying

MINIMISING THE RISK OF BULLYING

We have created a culture within our school that promotes respect and does not tolerate Bullying.

Our aim is to ensure that every child feels safe and happy at school. We provide an autism-specific environment and we treat students in a friendly and respectful way. This reduces stress and maximises the opportunities for communication. In this way, we create an atmosphere where children are less likely to show bullying behaviour, and are less vulnerable to the inappropriate attentions of others.

Time is allocated each day within our classes when teachers and assistants, can monitor and promote personal and social development. Students know that they can raise concerns with staff and that they will be listened to and supported. Older students have a representative School Council, which gives them another channel for discussing important issues and any problems they want us to address.

We state clear expectations about how children and young people should behave towards each other. The details of these expectations and the format in which they are communicated vary from class to class, to suit the ages and abilities of the pupils and students. Any incidents are reported as a bullying incident on CPOMs and this is overseen by the Headteacher and Deputy Head. Incidents of bullying are reported to governors termly.

We conduct regular surveys with our students in which we ask them if they feel safe in school. We respond to individuals who tell us either verbally or through their behaviour that they are anxious or unhappy in their relationships.

Lesson times are highly structured. Staffing levels are appropriate to the needs of the pupils, and are regularly reviewed. Teachers and assistants are well-trained and highly committed. Teamwork is very effective. Behaviour problems of any kind are well managed, and it is rare for pupils to actively target each other. Incidents are properly recorded and analysed and where individual pupils have longstanding behavioural difficulties, detailed positive behaviour support care plans are agreed and implemented. We understand that bullying can take place even when adults are present and we are proactive in maintaining healthy relationships amongst pupils.

At break times, high levels of supervision are maintained and pupils have choices of activities appropriate to their interests and abilities.

We want to resolve problems before they interfere with attendance and progress, and we are happy for parents to contact school if they have concerns about their son or daughter.

This is particularly important if there are worries about bullying at school. We also have a Family Liaison Officer, Lisa Hyde, who can work closely with families to ensure that any concerns are dealt with effectively.

E-bullying or cyber-bullying is the term used to refer to bullying or harassment by use of electronic devices such as PCs, mobile phones, email, instant messaging, text messages and websites. We take e-bullying seriously at Beverley School. Pupils are taught about this in the same way as other types of bullying and staff act in the same way if they become aware that it is happening. We do need the support of parents / carers, however, as e-bullying can take place outside of school.

The Role of Staff

All Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

All staff are expert in understanding our students individual needs and understand that actions of an individual may be due to their autism and a misunderstanding social interactions rather than a deliberate form of bullying.

Staff actively supports anti-bullying strategies by teaching pupils directly about safeguarding issues, cyber-bullying, peer on peer abuse and sexual harassment. Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.

If staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. This will involve support for the victim of the bullying, and an appropriate consequence for the pupil who has carried out the bullying.

All Staff members attempt to support students in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all students.

Peer on Peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- o Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- o Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- o Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- o Ensure pupils are able to easily and confidently report abuse using our reporting systems
- o Ensure staff reassure victims that they are being taken seriously
- o Ensure staff are trained to understand how peer on peer abuse can present

Websites and resources

www.antibullyingalliance.org.uk

www.beatbullying.org

www.bullyfreezone.co.uk

www.nspcc.org.uk

www.kidscape.org.uk

www.missdorothy.com - programme to promote personal safety in children aged 4-11

www.parentlineplus.org.uk a national charity that works for and with parents/carers, and offers advice and resources around bullying

<http://www.childline.org.uk> gives useful information to students, staff and parents.