

Anti Bullying Policy

Updated: January 2023

Reviewed: December 2023

Reviewed: September 2024

This document relates to Article 28 (*Every Child has the Right to an Education*) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



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

- Safeguarding
- Prevent
- Exclusion
- E-safety
- Attendance.

2. Introduction and Rationale

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
 - cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



Bullying can take a number of forms:

- Physical – Causing actual bodily harm to another individual which cannot be considered as an event which occurs in the normal course of school life;
- Verbal / Emotional – behaviour such as name calling which demeans and erodes the sense of self-worth of another individual and which continues, even after reprimand;
- Exclusion – excluding one person from a group and influencing others to do so;
- By proxy, or in association with others – influencing others to perform the above mentioned forms of behaviour although not necessarily involving him / herself in the behaviour pattern;
- By threat – although the above-mentioned forms of behaviour are not actually undertaken, the bullied individual is made aware that these forms might be exercised at some time in the future
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse).

Mobile threats by text messaging and calls -misuse of associated technology ie: camera and video facilities including those on mobile phones).

Racist (racial taunts, graffiti, gestures)

- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focusing on the issue of sexuality)

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



3. Legislation and Guidance.

This policy is written with reference to the following policy, legislation and guidance:

- Anti-bullying alliance: antibullying policy guidance.
- Kidscape: antibullying policy checklist.
- Equality and human rights commission: what equality law means for you as an education provider in Wales, Using data to inform and evaluate and inform anti bullying strategies.
- Welsh government: professional standards for education professionals, keeping learners safe guidance, all wales child protection procedure, all wales travel behaviour code guidance.
- Rights, respect and equality: statutory guidance for governing bodies of maintained schools.
- Equality Act 2010.

4. Aims & Objectives

To ensure that all staff within Orbis schools are committed to protecting pupils from bullying and that our curriculum ensures that all pupils are given the opportunity to learn about bullying and its long term effects. We strongly believe that:

- Everyone has the right to feel welcome, secure and happy
- Children and young people should be given a flying start in life
- Children and young people should enjoy the best possible health and be free from abuse, victimisation and exploitation
- Children and young people should be listened to, treated with respect, and have their race and cultural identity recognised
- Children and young people should have a safe school, home and community which supports physical and emotional wellbeing.

In order to achieve this, all staff at Orbis should be able to recognise the signs and symptoms of bullying, which include (but are not limited to):

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



- Being frightened of walking to or from a specific area or changes route
- Doesn't want to use / access specific areas or activities in the school
- Changes their usual routine
- Stops engaging in aspects of school life
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill for an unexplained reason
- Performance or attendance diminishes
- Has clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Loses money
- Has unexplained cuts or bruises
- Begins bullying
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



It should be noted that due to the nature of Autistic Spectrum Conditions (ASC), and Social, Emotional and Mental Health difficulties (SEMH), pupils who attend school within Orbis Education experience difficulties in understanding the social rules we set, and sometimes lack empathy with others. This may be due to their learning difficulty, or the trauma that they have experienced as a child. They can also experience complex communication and processing difficulties, and as a result can exhibit challenging behaviour. Because of this, it can be difficult to distinguish whether bullying is taking place. However, staff should still take the signs above seriously and address them through our anti bullying procedures.

Please also refer to the following policies

1. Behaviour Policy
2. Curriculum Policy

5. Whole School Preventative Measures:

It is important for all pupils to feel secure and confident in their environment, and staff should regularly praise and reinforce positive and appropriate behaviour. The Curriculum includes opportunities to develop the pupils understanding of how to treat each other, and demonstrate appropriate social skills. This should be made accessible for all class groups irrespective of their cognitive functioning. The schools also take part in anti-bullying week annually in order to raise awareness of bullying, its signs and appropriate preventative measures. Due to the nature of the pupils that we have at Orbis, opportunities to build relationships between our pupils can at times be difficult and pupils may be reluctant to part take in these.

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



The school will:

- Involve parents / guardians to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Involve pupils, all pupils understand the school's approach and are clear about the part they can play to prevent bullying
- Regularly evaluate and update their approach to take account of developments in technology
- Educate pupils on the consequences of bullying to reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Teach pupils about the differences between people such as race, religion, sexuality, gender etc.
- Provide effective staff training where required
- Work with the wider community such as the police where required
- Make it easy for pupils to report bullying so that they are assured that they will be listened to
- Work with external agencies to provide support for the young person if required utilising strategies and services applicable to each pupils need and methods of communication
- Create an inclusive environment.
- Record all incidences of bullying reported and forward to the schools senior leadership team within 24 hours.

6. Procedures to follow

Due to the nature of our pupils those who commit acts of Bullying may not always be aware that they are doing so. Therefore, disciplinary measures to those who are bullying must be dealt with in a sensitive and appropriate manner in line with their diagnosis and EHCP/IDP. It is important for the school to consider the motivations behind the bullying and whether this reveals any concerns for the safety of the perpetrator. In this instances, the school will also seek support from the therapy team.

Any serious incidents should be treated as so, with behaviour report forms completed by the end of the school day. Where it is felt that issues of bullying can be resolved quickly, the class teacher may seek advice from the therapy team and begin an intervention plan with the pupil(s). This may include amendments to timetables so that pupils are spending less time with each other, focusses lessons around the impact of bullying and an update to behaviour plans and risk assessments to ensure staff are aware and remain vigilant with a scripted response.

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



In the case of Safeguarding incidents – a member of the schools leadership team should be informed immediately to ensure that standard safeguarding reporting procedures are being followed.

They will then contact the appropriate external bodies and complete the relevant paperwork. They may also be asked for witness statements and reflective accounts. Support Plans and Risk Assessments should be adhered to at all times, in order to maintain a safe and positive environment for all.

Instances of Bullying when pupils are travelling to and from school

The majority of our learners travel alone or with an escort in their taxis. Those pupils that also live in our residential homes have at least 1 dedicated staff member supporting them on their journey to and from school at all times.

As such, issues of bullying when not in school or in transport are rare. However, these would be considered during individual and activity risk assessments and handled on a case by case basis with reference to this policy and the guidance that forms it. Any instance of bullying that is reported to have taken place in whilst travelling to and from school will be dealt with accordingly, with statements taken and the relevant parties informed.

7. What learners, parent and carers can expect

Learners, parents and carers can expect the following:

- Staff will follow the guidance in this policy
- Their views will be heard and respected
- Pupil friendly reporting and policies will be provided
- Clear communication and updates regarding any concerns and outcomes.

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



8. Fundamental British Values

As a caring school, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and care for one another. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Value, including 'extremist' views.

9. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Policy Review Date: September 2025

Signature  (Director of Education)

This document relates to Article 28 (*Every Child has the Right to an Education*) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people

