

Anti-bullying Policy

Aims

The aim of the anti-bullying policy and hurtful behaviour policy is to ensure that staff and pupils learn and work in a supportive, caring and safe environment without fear.

We believe that everyone should contribute towards maintaining a safe and happy atmosphere whilst ensuring that we fulfil our statutory safeguarding duties. All members of our school community have a role play in preventing instances of bullying.

What is bullying?

The DfE document "Preventing and tackling bullying. Advice for headteachers, staff and governing bodies (July 2017) defines bullying as: "...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

At TRACKS we believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our setting but recognise not all hurtful behaviour is bullying.

Bullying Behaviour

Bullying can take place between pupils, between pupils and staff or between staff and can include:-

Name-calling, taunting, mocking and making offensive comments.

Child on child abuse – as defined in "Keeping Children Safe in Education 2022"

Taking belongings.

Any form of physical violence such as hitting, punching, kicking, pushing, spitting.

Interfering with someone's property by stealing, hiding, damaging or destroying it.

Telling lies, spreading rumours or making up stories about someone.

Making sexually suggestive or insulting comments.

Ganging up on someone or hurtfully excluding them from a group or activity.

Forcing someone to do anything against their will.

However, all children at TRACKS are either autistic or present as autistic and may have varying degrees of developmental delay. Many of our children have complex sensory needs, experience high levels of anxiety and difficulties with social interaction and social communication. These factors contribute to some pupils presenting behaviours that place themselves and others at risk of harm.

The Difference between Bullying and Hurtful Behaviour

At Tracks we cater for pupils with a wide and complex range of educational and emotional needs. Sometimes pupils can present challenging and hurtful behaviour towards each other or towards a member of staff. As a school we take all incidents of unkind behaviour seriously and these should be recorded and monitored using the Tracks incident form. The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether or not to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed.

All reports of bullying and hurtful behaviour should be taken seriously and investigated. It is essential that pupils and staff who have experienced bullying, and their parents/carers, are made aware that incidents have been addressed and followed up following school guidance and procedures. At Tracks we will take action in order to deliver positive outcomes for:

- the individuals directly involved.
- others indirectly involved (e.g. witnesses, bystanders, peer supporters).
- the whole school community.

Roles and Responsibilities

At Tracks we believe that everyone should contribute towards maintaining a safe and happy atmosphere whilst ensuring that we fulfil our statutory safeguarding duties. As such all members of our school community have a role to play in preventing instances of bullying.

At TRACKS we strive to promote an anti-bullying ethos in the following ways:

1. Staff: Staff work with pupils to promote, model and reward positive behaviours.
2. The Principal will support Key workers on identifying, monitoring pupils and supporting pupil behaviour.
3. Curriculum Opportunities: Attention Autism Group themes, Sensory Stories, Role Play.



Key principles are:

- All incidents of harm sustained to another child or adult should be recorded and reported to the Principal; and if appropriate parents/carers.
- Gaby Vallory / Jane Wagstaff-Smith to review, monitor and analyse completed incident forms as part of Safeguarding lead responsibility.
- Preventative measures are put in place to ensure that the behaviour towards another child is not repeated over time. Keyworker and Team understand strategies in place and follow classroom management of Principal.
- Serious or repeated incidents – and any which involve discriminatory language or behaviour – will be formally followed up with the parents/guardians.

Signed_Alexa Pickersgill_____

Position____Chair of Trustees_____

Date__27th May 23_____