



Anti-bullying Policy

Key contact staff in school

Nominated Senior Leadership staff responsible for the policy:

Name: Emma Sullivan

Role: Principal/Designated Safeguarding Lead

Name: Kirsty Heys/Helena Shepherdson in liaison with Dianne Kitching

Role: Wellbeing Co-ordinator/Wellbeing Tutor with Assistant Principal

Date of Policy Draft: January 2017

Date of Amendment Review: March 2017

Member of staff reviewing policy: Principal

Approval from Executive Principal: March 2017

Date of amendment review: November 2017

Approved by Governing Body: December 2017, January 2021

Date of next review: March 2020

Date of amendment review: November 2020

Contents:

1. Aims and purpose of the policy.....	3
2. Definition of bullying.....	4
3. Signs and symptoms of bullying.....	5
4. Anti-bullying interventions and prevention.....	6-8
5. Responsibilities.....	9
6. Reporting.....	9
7. Bullying outside of school.....	9-10
8. Support for students.....	10
9. Support for adults	11
10. Useful links and supporting organisations.....	12
11. Appendix 1: Wellbeing Guidance for Negative Social Interaction.....	13

Our school

Lighthouse School is a destination led school for young people aged 11 to 19 with an Autistic Spectrum Condition (ASC) or related communication disorder.

The school will involve students in developing the direction our school takes to promote equality, diversity and inclusion and encourage the whole school community to be involved in aspects of our work. Our broad and balanced curriculum ensures a happy, challenging environment where each pupil can develop their potential and feel valued as an individual, contributing to the life of our school and society in general.

1. Aims and purpose of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and wellbeing of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures outlined in our approach to intervention.

This policy sets out Lighthouse School's procedures for dealing with bullying and is informed by guidance issued by the DfE [Preventing and Tackling Bullying 2017](#) and supporting documents. It also takes into account the DfE statutory guidance [Keeping Children Safe in Education](#) and Childnet's [Cyberbullying: Understand Prevent and Respond - Guidance for Schools](#) and should be read in conjunction with the following school policies:

- Safeguarding and Child Protection
- Positive Behaviour Management
- Online Safety and Acceptable Use policies (AUP)
- Sex and Relationship Education
- Staff Code of Conduct
- Equality and Diversity Policy
- PSHCE

2. Definition of bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is hurtful or unkind behaviour, which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone’s possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (Young Carers)

No form of bullying will be tolerated and all incidents will be taken seriously.

3. Signs and symptoms of bullying

Students at our school may have a wide-range of complex needs. As a school community, we understand that bullying in this context can raise issues that may be challenging. Bullying may not be recognised as such by all our students, even if they experience it; equally not all students would recognise their own behaviour as bullying towards others. (See Appendix 1).

The school emphasise the importance of developing social skills, including good behaviour and respect for the feelings of others. Where students have difficulties interacting appropriately with their peers or with adults. Work is done to help develop their awareness of why particular behaviours are valued and what is appropriate. The wellbeing curriculum builds on this through activities that include PSHE, PE, Break Time, Language and Communication sessions and group work to develop an ethos of cooperation and respect for everyone.

The school will use a range of techniques and strategies to prevent bullying happening in the first instance. This may involve direct teaching on issues of difference, in lessons or through dedicated projects and group work.

We are aware that young people may not speak out when being bullied and students with communication difficulties may find this challenging. Students who are being bullied may show some of the following changes in behaviour:

- becoming shy
- becoming nervous or frightened
- feigning sickness
- refusing to come to school
- clinging to adults
- refusing to remain in class
- changes to their usual behaviour
- Has damaged possessions or many lost items.
- Unusual sleep patterns

4. Anti-bullying interventions and prevention

The Wellbeing and PSHCE curriculum places emphasis on breaking the cycle of negative interaction, rivalry and conflict, encouraging co-operation and support and works on developing positive social relationships offering a restorative approach. The school places value on examining and addressing the causes and emotions behind negative relationships and conflict. This approach enables us to ensure that it is less likely that similar confrontations and behaviours are repeated.

A family approach

Forming good relationships with our parents/carers are an essential ingredient to the success of our students. We recognise the value and contribution that parents/carers are able to make in relation to recognising and supporting anti-bullying work at the school as this is one of the most potentially sensitive areas of home/school life.

Student Voice

The school recognises the importance of students being given an opportunity to communicate feelings and thoughts about school life. Students can do this in some of the following ways:

- Through the school council
- During annual reviews for Education Health Care Plans
- As part of Mentoring Sessions (staff and peer mentoring)
- In small group wellbeing sessions
- During day-to-day communication with staff.
- Through our Pupil Passports
- Students to use email or Teams to communicate with staff
- PSHCE
- Anti-bullying week
- Keyworker 121's

Wellbeing interventions

Wellbeing interventions include work around relationships – building, repairing and maintaining friendships, coping with peers and stressful situations and building strategies for these are a key part of teaching in Wellbeing. Specific lessons, 1:1 interventions and group work will be delivered around key issues or highlighted needs with classes that are designed specifically for the students. There will be a focus on Restorative practice with students who are involved in any incidents and follow up work will take place. Any instances of bullying will be challenged by staff in a restorative way, assisting the students to understand their own behaviours and being responsible for their actions.

PSHCE (personal, social, health and citizenship education)

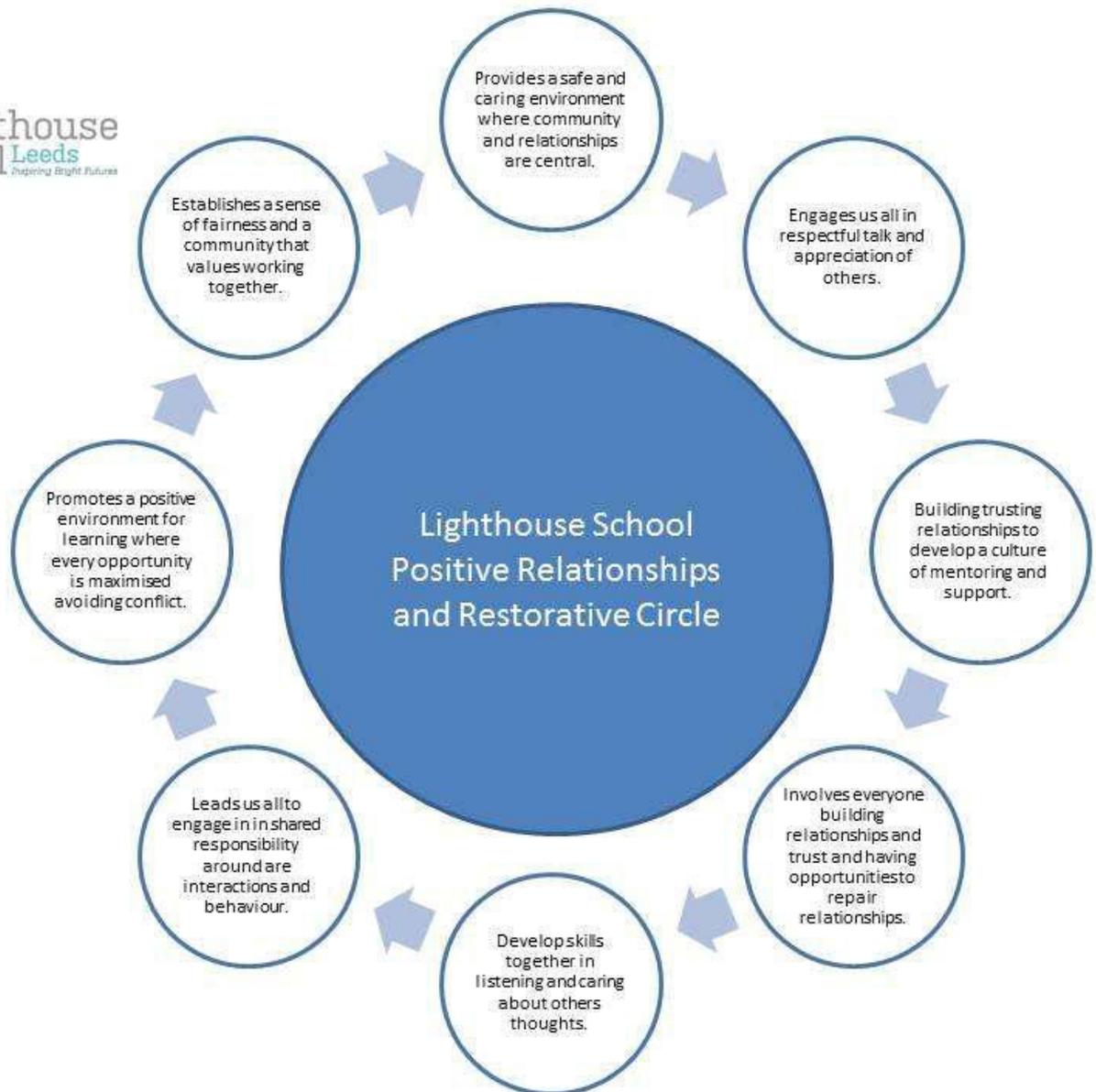
Anti-bullying interventions are built into the school PSHCE curriculum and form part of our preventative strategy. These sessions are based around the groups needs and abilities and will change during their time in school. Session will also include signposting students to be able to access support online.

Topics include:

- Relationships
- Friendships
- Mindfulness
- Respecting views
- Working as a team
- Understanding the world

Positive and restorative relationships

The school will always emphasise with students the importance of respecting the feelings and emotions of others. Our positive relationships and restorative approach can be seen below:



5. Responsibilities

Staff: All school staff, both teaching and non-teaching have a duty to report bullying and to be vigilant to the signs of bullying. If staff have concerns that bullying is taking place they should reassure the students involved and report this immediately to a member of the Wellbeing team.

Senior staff: The Senior Leadership Team and the Executive Principal/Principal have overall responsibility for ensuring that the anti-bullying policy is followed by the whole school community and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents and carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate but offer support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, by phone, or written communication.

Students: Students should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support and, if possible, help them to tell a trusted adult.

6. Reporting

Students should speak to their class teacher or another adult in school to report bullying and when bullying has been reported, the following actions will be taken:

- All staff will record the bullying centrally on CPOMS or by completing a concern form
- Designated safeguarding staff will monitor incidents recorded on CPOMS, analysing and evaluating the results and produce termly reports summarising the information. The Executive Principal/Principal will provide the report to the Governing Body
- Wellbeing staff will offer support to all those involved in incidents of bullying
- Where there are serious concerns a decision will be made by the Principal regarding any further actions.

7. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

Cyberbullying, or online bullying

This can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying adds new dimensions to the

problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. The nature of cyber bullying in particular means that it can impact on students' wellbeing beyond the school day.

Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Principal reporting incidents to the Governing Body.

8. Support for students

Students who have experienced bullying will be supported by:

- Offering reassurance and providing continuous support
- Being given an immediate opportunity to share their concerns
- Supported with restoring self-esteem and confidence.
- Where appropriate referral for further specialist advice

Students who have perpetrated the bullying will be supported by:

- Discussing what happened, establishing the concern and the need for change.
- Informing parents/carers to facilitate attitude and behaviour change
- Providing appropriate interventions and support
- Possible use of sanctions in line with the school behaviour/discipline policy
- Where appropriate referral for further specialist advice

9. Support for adults (staff and parents)

The school takes measures to prevent and tackle bullying among pupils, however, it is equally important to recognise that bullying of staff and parents whether by pupils, parents or other staff members, is unacceptable and will not be tolerated.

Adults (staff and parents) who have experienced bullying will be supported by:

- Offering an immediate opportunity to discuss the concern with the Principal
- Advising them to keep a record of incidents and discuss how to respond to concerns and build resilience
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will investigate the concern and ensure that appropriate action is taken in line with relevant school policies
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Where appropriate referral/signposting for further specialist advice

Adults (staff and parents) who have perpetrated bullying will be supported by:

- Discussing what happened with the Principal to establish the concern
- Finding out whether a legitimate grievance or concern has been raised and signposting to the school's complaints procedure
- If online, requesting that content be removed
- Instigating disciplinary or other appropriate action

9. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- National Online Safety - Online Safety Education for the Whole School Community - www.nationalonlinesafety.com
<https://info.nationalonlinesafety.com/mobile-app> - app for parents or educators
<https://nationalonlinesafety.com/guides> - guides for parents
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Appendix 1: Wellbeing Guidance for Negative Social Interaction and Potential Bullying Incidents

Due to the profile of our students, having difficulties understanding social interaction and social communication; it is often difficult to differentiate between planned intimidation and the constant rivalries, incessant insults, overreaction, deliberate provocation and occasional negative physical interactions that characterises the behaviour which of some of our students present. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Lighthouse will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual.

The social dynamics are always changing and supported by staff so that it is unusual for anyone to dominate or provoke others for long. Some of our more challenging students, who could be labelled as "bullies", tend to engage in that behaviour with everyone. Their behaviour could be learned or used as an alternative function. They can be unaware that the behaviour is unacceptable or intimidating; therefore our bullies are just as likely to be victims. Our school behaviour policy addresses how we deal with negative and challenging behaviour this proactively.

We are aware that young people do not speak out when being bullied and our students with communication difficulties may find this challenging. As a school we are aware that students who are being bullied may show changes in behaviour.

There are a number possible signs such as;

- becoming shy
- becoming nervous or frightened
- feigning sickness
- refusing to come to school
- clinging to adults
- refusing to remain in class
- changes at home
- changes to their usual behaviour profile
- Has damaged possessions or lots of lost items.
- Unusual sleep patterns

It is important that as staff we are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Students displaying any of the behaviours listed above either as a potential bully or victim may require support and targeted wellbeing intervention.

Specific wellbeing interventions could include teaching across the following areas:

- Behaviour support systems (During teaching, in unstructured times).
- Positive mentoring (using Mentoring at Lighthouse School - a guide)
- Restorative Practice (Restorative Relationship Circle)
- Self-Awareness (Emotional Literacy)
- Self-regulation (Emotional Literacy)
- Empathy (Emotional Literacy)
- Positive Mental Attitude (Mind Mates)
- Peer Pressure and appropriate relationships (SRE)
- Positive relationship building with peers.
- Perspective Taking.
- Social Skills (Emotional Literacy)
- Vocabulary teaching (in collaboration with SaLT team).
- School Council

Interventions may take place in 1:1, targeted small groups or full class groups, and themes can be covered within the wellbeing curriculum. These interventions can require time to be successful due to the nature of the students learning profile and the consistency of the implementation across staff and settings

Any incidents that could be deemed as bullying should be reported by staff using CPOMS and the interventions put in place school be recorded and feedback given to the designated safeguarding team.