



Sutherland House School

Sutherland House School Anti-Bullying Policy

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Policy ratified by:	Ann Stewart	
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Document control

Title: Anti-Bullying Policy

Applicable to: School staff and pupils

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1. Aims

Our aim is to provide a learning environment that is free from threats or fear to ensure students achieve their aspirations and engage in a meaningful education and ensure the welfare of everyone within the school community.

This policy aims to ensure:

- That instances of any form of bullying are reduced and eradicated.
- To establish appropriate ways of tackling bullying and providing support for those involved.
- To ensure that all students, staff, and parents are aware of this policy and fulfil their roles and responsibilities.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That everyone across the school community understands that bullying is unacceptable.
- Both those who are bullied and who bully will be treated in a supportive and fair manner.
- That everyone understands the harmful effects of bullying.
- That everyone is aware that school are committed to tackling any form of bullying.

2. Legislation

Safeguarding Policy
The Safeguarding Vulnerable Groups Act 2006
The GDPR Act 2018
DfE (2023) Keeping Children Safe in Education.
DfE (2015) The Prevent Duty
Personal Development Curriculum Map
RSE Policy
Promoting British Values Policy
2010 Equality Act.

3. Bullying – A Definition

Sutherland House School caters for a wide range of complex needs with a primary need of Autism. In line with the safeguarding policy and KCSiE (2023), we adopt a “it can happen here” attitude and as a team, work proactively to support pupils experiencing bullying. We are aware, that within our specialist setting that bullying may look different to that typically seen within a mainstream setting, and as such have adapted this policy to reflect appropriately.

Bullying can be defined as deliberate behaviour or aggression by one or more people, which produces damaging or hurtful effects, physically or emotionally, either directly or indirectly through means such as online, social media, and technology (this list is not exhaustive). It is often a repetitive situation over a period of time and it is usually difficult for those being bullied to defend themselves.

4. Preventing Bullying

Sutherland House School is a non-maintained Special School, supporting the needs of students with autism, ranging from age 3-19. Students are grouped and classed on a variety of factors, including, but not limited to:

- Age
- Academic ability
- Communication profile
- Sensory profile/diet
- Other specific needs

The successful dynamic and effective environment for learning of a class is paramount to us, and we will group students in a way to achieve this.

Further to this, we have 3 pathways of learning, which give a general direction to the style of delivery and content of teaching. These 3 pathways are as follows:

- **Purple Pathway**- Where learning is predominantly pre-key stage level, and this can often be pre-EYFS level.
- **Orange Pathway**- Where learning is reflective of the national curriculum, but significantly below age related expectations.
- **Blue Pathway**- Where learning is reflective of the national curriculum, and broadly within age related expectations.

As such the teaching of bullying is tailored to reflect the individual needs of each pupil.

Students are encouraged to join in themed activities throughout the year such as Anti-Bullying week and these activities are shared in a variety of ways such as: Sign of the

week, Feel Good Friday, taught PSHCE sessions, 1:1 interventions and curriculum theme days as set out in our Personal Development Plan, the aim of these sessions is to raise awareness and prevent bullying through educating. This list is not exhaustive of strategies used and is always tailored to suit the individual needs of each student and their circumstances.

These are some of the strategies we employ to prevent bullying:

- We foster group work and co-operative learning.
- We provide opportunities for children / young people to discuss their feeling and concerns with staff.
- We promote an atmosphere of openness.
- Teaching children / young people how to stay safe online.
- School will offer parents/carers e-safety guidance.
- We provide opportunities to explore issues related to bullying and other inappropriate behaviour in creative writing, art and drama.
- We make efforts to supervise children / young people carefully and with appropriate staff ratios;
- We listen carefully to children and are in tune with changes within behaviour that are observed.

5. Types of bullying

We recognise that bullying comes in a variety of forms including but not limited to:

- Physical bullying
- Verbal bullying
- Non-verbal abuse
- Emotional abuse
- Exclusion
- Undermining, constant criticism or spreading rumours.
- Controlling or manipulative behaviour
- Making silent, hoax or abusive calls.

Or hate related crimes:

- Racial, sexual, transphobic, or homophobic bullying.
- Bullying someone because of their disability.

Cyber-Bullying

- Making online threats or sending abuse
- Creating/sharing embarrassing content
- Trolling
- Excluding including setting up hate sites or polls.
- Shaming
- Encouraging self-harm.
- Creating fake accounts or hi-jacking accounts with intent to embarrass or cause harm.
- Sending explicit messages/images also known as sexting.
- Pressuring others into sending explicit images/messages.

This list is not exhaustive.

6. Managing Bullying

Sutherland House School believes that bullying is unacceptable. As such bullying is taken seriously and every case is addressed sensitively and takes account of the individuals' needs. School staff will speak with those involved and will contact parents/carers to inform them of the incident/situation to ensure that everyone is informed and supportive of the process. Both the student being bullied, and the student bullying are treated in a supportive way to ensure that a resolution is made, and that restorative style practice is implemented to reduce and eradicate the form of bullying that has been displayed. The Senior Leadership Team will be informed and involved to support in resolving the situation. All bullying is recorded using our Response to Bullying Logs (Appendix 2).

Responding to Bullying:

Children / young people are encouraged to tell staff, teaching or non-teaching, of any incident of bullying relating to themselves or other children/young people. Individual class teachers will use a variety of ways to ensure that children/young people have the opportunities to raise such issues, if necessary, confidentially.

Staff will make every effort to watch and listen carefully for any signs of bullying and be prepared to act firmly against it.

When investigating the incident, the member of staff will listen carefully and make accurate notes on what has happened. Both parties will be listened to, and if necessary, third parties as required. Staff will deal sensitively with the investigation in order to avoid making the situation worse for the victim of the bullying.

Where bullying does occur, staff will respond using the Flow Chart (see appendix 1) and will log this on My Concern in line with our Safeguarding policy and retain a log using the Response to Bullying Log (see appendix 2).

Both the individual who has been bullied and the individual who has conducted the bullying will receive tailored support following the incident that is individualised to their needs and ensure that the wellbeing of both pupils has been prioritised and that they feel safe and that the issue has been suitably resolved.

7. Working with Parents

We believe that parents/carers are vital in all parts of a student's education and this also relates to wellbeing and behaviour.

Where a parent/carer is concerned about bullying they can support school by

- Sharing their concern around behaviour and/or bullying to staff.
- Supporting the anti-bullying policy that school have implemented.
- Engaging proactively in the process of resolving the issue alongside school.
- Noting that it is never appropriate to use physical violence against or seek to in any other way bully, a bully.

8. Monitoring arrangements

This policy will be reviewed and approved by Ann Stewart, Director of Education and Robbie Jones Head Teacher, every year or earlier in line with changes made by the DfE to Keeping Children Safe in Education and in response to current environmental and topical changes. At every review, the policy will be shared with the board of governors.

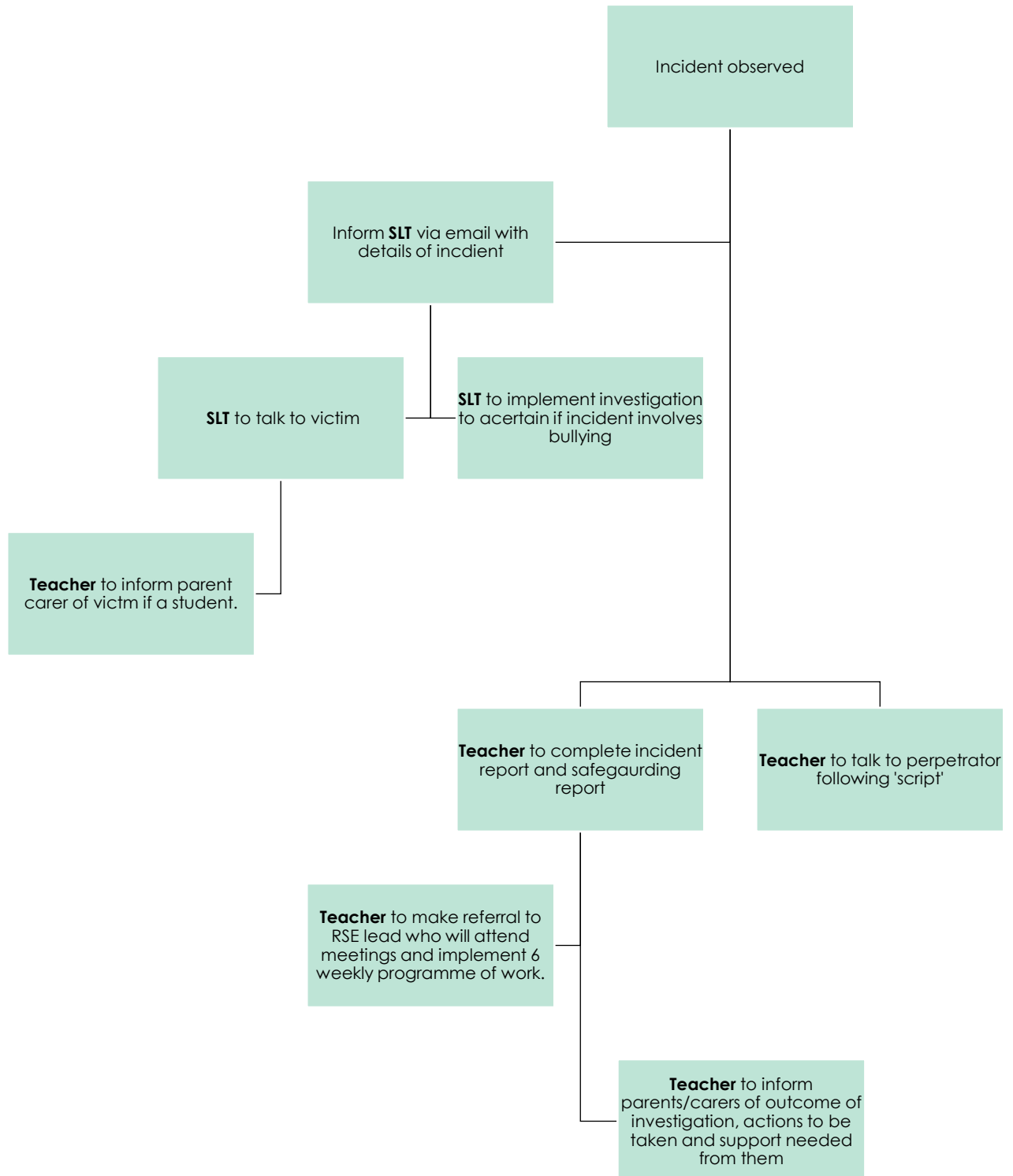
9. Complaints

If parents/carers have any complaints regarding how bullying has been handled, parents/carers can follow the process outlined in our Complaints Procedure or arrange to speak with the headteacher or member of the Senior Leadership Team.

Appendix 1: Response to bullying

Stage one response

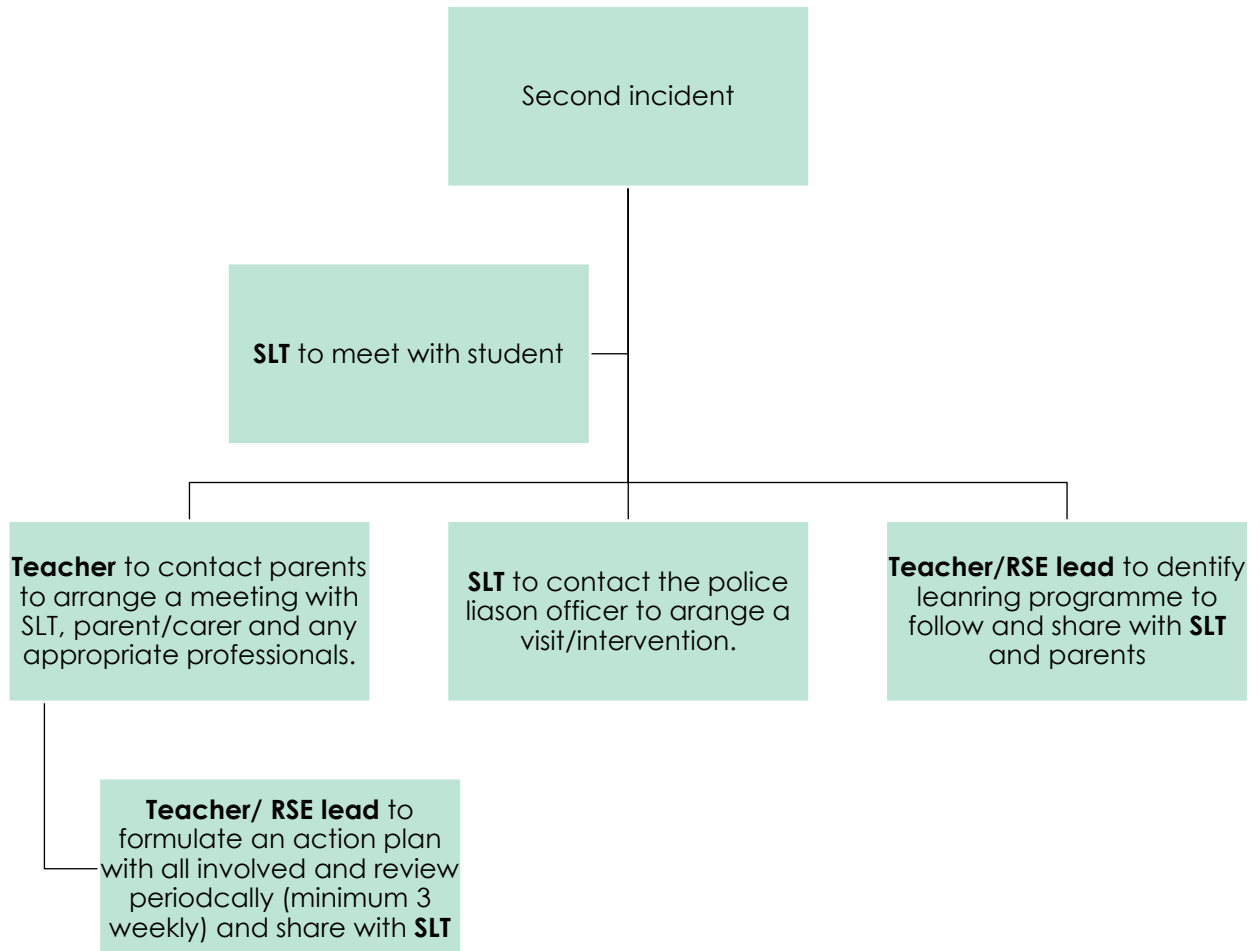
Educate and improve understanding of bullying.



Stage two response

Targeted intervention to raise awareness in action improvement Follow the first flow chart and follow on with the below.

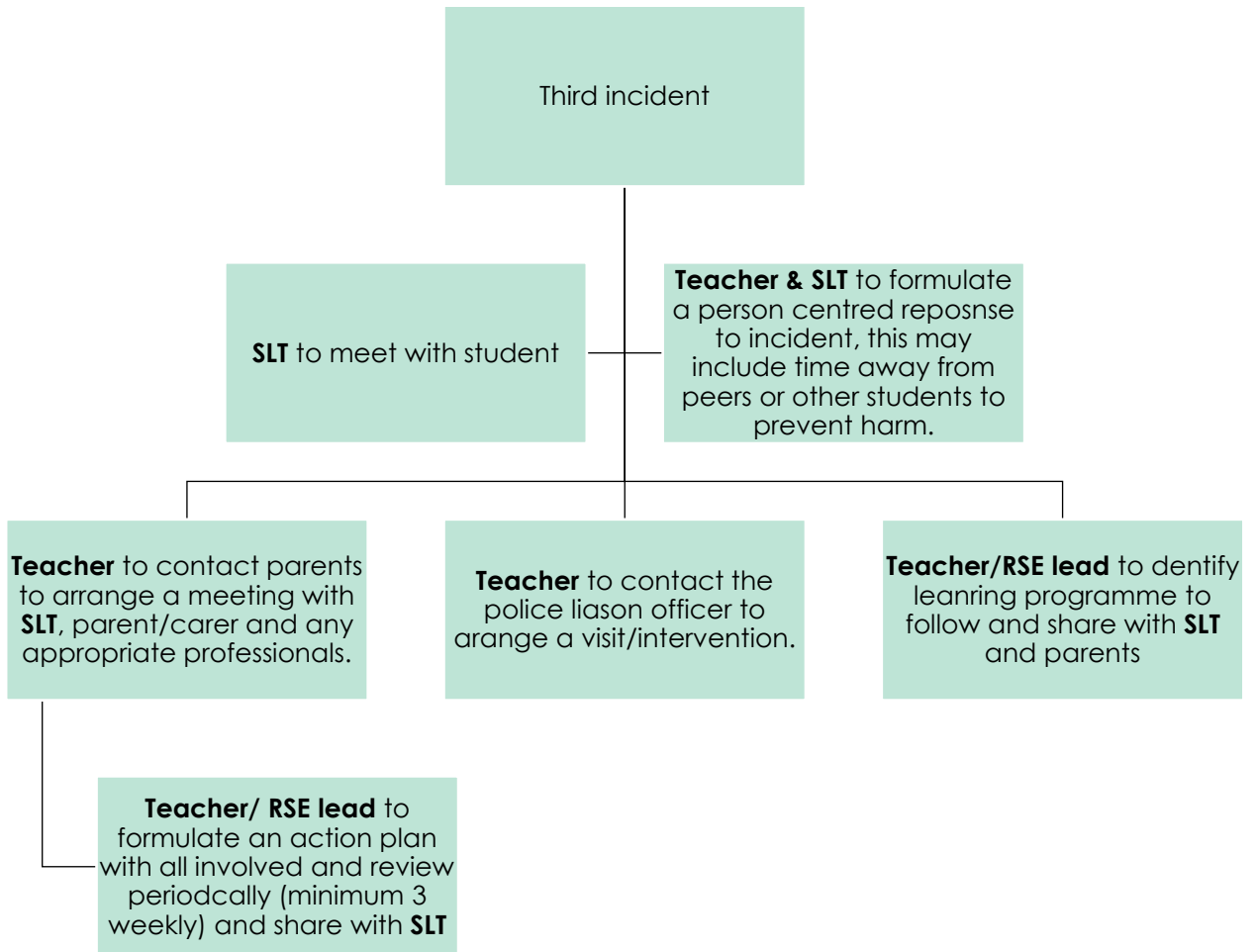
Second incident of bullying



Stage three response

Follow first flow chart response and the below to provide specialist intervention to prevent further incidents

Third incident of bullying



Appendix 2: Response to Bullying Log

Stage One Learning Programme

Aim:				
Date	Target	Outcome	Progress	Actions

Stage Two and Three Learning Programme

Aim:				
Date	Target	Outcome	Progress	Actions
Week 3 Review				
Meeting minutes				

Police Liaison Officer Log

Date	Discussion	Outcome	Actions