



Anti-Bullying Statement

Approved by: F Adu

Date: Summer 2022

Last reviewed on: Autumn 2023

Next review due by: Autumn 2024

1. Purpose

The purpose of this statement is to:

- › Define bullying and provide an oversight as to how bullying presents within the context of the child or young person's autism
- › Prevent, de-escalate and/or stop any continuation of harmful behaviour
- › To react to bullying incidents in a reasonable and proportionate way
- › Outline how we deal with incidents of bullying

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)

- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definition of bullying and bullying in the Queensmill context

Bullying is defined as deliberately hurtful behaviour, including verbal, indirect and physical). The behaviour can relate to specific incidents or can be a build-up of repeated incidents. Bullying can take place in person or via phones, computers, and social media (cyberbullying).

All children and young people at Queensmill School have an autism diagnosis and therefore bullying in the Queensmill context brings additional complexities which would require a bespoke response. The school takes special care in understanding that as our students are autistic, and by definition they face social communication challenges and limited or complex understanding of social routines and norms. Additionally, due to their autism, not all children and young people at Queensmill School may recognise bullying behaviour, nor recognise their own behaviour as bullying towards others. Therefore, the child or young person's autism is always considered when looking at incidents where bullying may have happened.

4. Responding to Bullying and Roles and Responsibilities

Incidents of bullying are immediately dealt with by staff and bespoke strategies are put into place to support all parties involved. All incidents of bullying are logged on CPOMS. Whilst we encourage the child or young person's special interests, if that special interest is a fixation on another student, we discourage it. We involve parents/carers in all incidents of bullying.

4.1 The Governing Body

- › Ensure regular review of the anti-bullying statement
- › Ensure that Queensmill is promoting equality throughout the organisation

4.2 The Headteacher

- › Ensure implementation of the anti-bullying statement
- › Ensure that the anti-bullying statement is kept up to date
- › Ensure the whole school is promoting equality

4.3 Senior Management Team including Phase Leaders and Designated Safeguarding Leads (DSL)

- › Provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- › Provide appropriate support for the person who is exhibiting bullying behaviour towards others
- › Interview all parties involved, as appropriate, and speak with and inform other staff members as appropriate

- › Ensure parents/carers are kept informed about any concerns and action taken, as appropriate and in line with child protection and confidentiality policies
- › Where the bullying of or by CYP takes place off school grounds or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated

4.3 All Staff

- › Report bullying and cyber bullying concerns to the DSL
- › Record any incidents of bullying on CPOMS
- › Work with the DSL and phase leader to implement bespoke strategies to support the person being bullied and the person who is exhibiting bullying behaviour towards others

5. Preventive strategies to support anti-bullying

The following strategies are regularly put in place to support anti-bullying by staff at Queensmill School.

- › Adequate staff members to support CYP
- › High standard of recording and assessment to demonstrate academic, social communication and emotional regulation progression
- › Regular reviews of Emotional Regulation Support Plans, Pen Portraits, PLPs, and other assessment documents, and individual risk assessments where necessary
- › High quality training for all staff and volunteers, including induction training
- › Always applying a total communication approach and respecting student voice and preferences
- › Working collaboratively with parents and carers to ensure consistency across settings
- › Use of the SoSafe programme to teach about relationships, friendships, and consent
- › Working with external agencies to provide additional support when needed

6. Monitoring arrangements

This anti-bullying statement will be reviewed by the headteacher and governors annually. At each review, the policy will be approved by the headteacher.

7. Links with other policies

This anti-bullying statement is linked to the following policies:

- › Behaviour and Physical Intervention Policy
- › Equality Information and Objectives
- › ICT and Internet Acceptable Use Policy

