

Anti-Bullying Statement

Approved by:	Rachel Thompson	Date: June 2025
Last reviewed on:	June 2025	
Next review due by:	June 2026	

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 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) and the Special Educational Needs and Disability (SEND) Code of Practice.

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

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 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 College is promoting equality throughout the provisions

4.2 The Head of College

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

4.3 Senior Management Team including 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 the young person takes place off college grounds or outside of normal college hours (including cyberbullying), the college 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 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 College.

- 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 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 Head of College and governors annually.

7. Links with other policies

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

- Behaviour and Physical Intervention Policy
- Equality Policy
- Acceptable Use of the Internet Policy