

Anti Bullying Policy for TAS

1. Introduction

At TAS we are committed to providing a safe, nurturing, and inclusive environment where all students feel valued, respected, and free from bullying. This is particularly important in our setting, where students with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying or struggle to express their experiences. Our school has zero tolerance for bullying, and we aim to foster a culture of mutual respect and empathy.

This policy outlines how we prevent, identify, and address bullying, ensuring the wellbeing and safety of all students.

2. Aims of the Policy

The aims of this anti bullying policy are to:

Ensure that all students, including those with SEND, learn in a safe and supportive environment.

Promote a culture of kindness, tolerance, and mutual respect.

Establish clear procedures for preventing, identifying, and addressing bullying.

Ensure that students, staff, and parents are aware of what constitutes bullying and how to report it.

Provide appropriate support to both the victims of bullying and those who engage in bullying behaviour.

3. Definition of Bullying

Bullying is any form of repeated, intentional, harmful behaviour that causes physical or emotional harm to another person. Bullying can take many forms, including:

Physical: Hitting, kicking, pushing, or other forms of physical violence.

Verbal: Name calling, teasing, threats, or spreading rumours.

Emotional: Exclusion, manipulation, or deliberate hurt to someone's feelings.

Cyberbullying: Using technology, such as social media or messaging platforms, to harass, threaten, or demean someone.

SEND Specific Bullying: Targeting students based on their disabilities, learning difficulties, or other additional needs.

All forms of bullying are unacceptable, and we recognise that students with SEND may face unique forms of bullying or may be more vulnerable to it due to their specific needs.

4. Identifying Bullying in a SEND Environment

In a SEND setting, bullying may not always be immediately obvious. Some students may struggle to communicate their experiences or may not recognise the behaviour as bullying. Staff members are trained to recognize the signs of bullying and respond accordingly.

Signs may include:

Unexplained injuries or changes in behaviour.

Avoidance of certain students or areas of the school.

Reluctance to attend school or engage in activities.

Increased anxiety, depression, or withdrawal.

Changes in academic performance or focus.

We actively encourage all students, regardless of their communication abilities, to express concerns or worries, using a range of communication tools such as visual aids, Makaton, or assistive devices.

5. Preventing Bullying

Prevention is key to fostering a positive and inclusive school culture. Our strategies for preventing bullying include:

Promoting a Positive School Culture: Through assemblies, PSHE lessons, and the curriculum, we teach students the importance of kindness, respect, and inclusion. Our ethos is one of support and understanding, not just tolerance.

Zones of Regulation: Students are taught emotional literacy and self-regulation, which helps them express their feelings in appropriate ways and fosters empathy for others.

Social Skills and Peer Interaction: We provide opportunities for students to develop positive social skills and build friendships, particularly for those who may find social interaction challenging.

Staff Training: Staff members receive regular training on recognizing and addressing bullying, with particular attention to the needs and vulnerabilities of students with SEND.

Supervision and Monitoring: Staff maintain high levels of supervision during break times, in communal areas, and during transitions between classes to ensure a safe environment.

6. Reporting Bullying

We encourage open communication between students, staff, and parents to ensure that any concerns about bullying are reported promptly.

Students: Students are encouraged to report any bullying behaviour to a trusted adult, whether it is happening to them or someone else. Visual aids, communication devices, and other tools are available to support students in expressing their concerns.

Parents/Carers: Parents are urged to report any concerns about bullying to the class teacher, Head of Year, or the school's leadership team.

Staff: Staff members are required to report any suspected bullying to the Senior Leadership Team, even if the situation seems minor, to ensure early intervention.

Confidentiality is maintained as much as possible, but all parties will be informed that bullying incidents will be dealt with swiftly and appropriately.

7. Responding to Bullying

When bullying is reported or suspected, the following steps will be taken:

1. **Investigation:** The school leadership team will carry out an investigation, gathering information from all parties involved, including staff, students, and parents where necessary.

2. **Action Plan:** If bullying is confirmed, an action plan will be created to stop the behaviour and support those involved.

For the victim, this may include emotional support, adjustments to their school routine, or counselling.

For the student exhibiting bullying behaviour, a behaviour plan will be developed to address the underlying causes and encourage positive change.

3. **Monitoring:** The situation will be monitored to ensure that the bullying does not continue and that all students feel safe and supported.

4. **Sanctions:** Appropriate sanctions will be applied based on the severity of the bullying, following the school's behaviour policy. These may range from restorative conversations to exclusion in serious cases.

5. **Support for All Parties:** Both the victim and the student who engaged in bullying will be offered support to rebuild relationships, develop empathy, and prevent future incidents.

8. Support for Students Affected by Bullying

Students who have been affected by bullying, whether as victims or bystanders, will be offered the following support:

Counselling or emotional support, either within the school or through external agencies.

Peer mentoring or buddy systems to help build positive relationships.

Safety plans, where necessary, to ensure the student feels secure and always supported.

Students who engage in bullying behaviour will also receive support, focusing on addressing the root causes of their actions and helping them to develop positive social behaviour's.

9. Staff Responsibilities

All staff members are responsible for:

Acting as role models of respectful and positive behaviour.

Maintaining a zero-tolerance attitude towards bullying.

Being vigilant and proactive in recognising the signs of bullying.

Reporting any incidents or concerns to the Senior Leadership Team.

Supporting students through active listening and providing appropriate interventions.

Contributing to an inclusive, respectful school culture.

10. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and the Governing Body to ensure its effectiveness. Feedback from students, parents, and staff will be considered in making any necessary adjustments.

11. Conclusion

At TAS, we are dedicated to ensuring that every student feels safe, respected, and valued. Bullying has no place in our school, and we will take all necessary steps to prevent it, address it, and support all those affected.