



# The Orchards

## Anti-Bullying Policy

Policy Version			
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01/07/2019	1		HOB

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

## The Dunham Trust's Vision, Aims and Ethos

### **Together we will**

Challenge the ordinary

Promote individuality

Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

### **The five schools in The Dunham Trust are:**

Acre Hall Primary School

Barton Clough Primary School

Elmridge Primary School

The Orchards Special School

Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



### **Aims:**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

The nature of their learning needs means that pupils with SLD and PMLD may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, some pupils at The Orchards, who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at The Orchards School have a duty to not only be aware of such behaviours and of any child involved, but also to respond appropriately to instances of bullying behaviours.

If necessary, The Orchards School can draw upon a range of skilled and knowledgeable professionals to help devise strategies to manage and reduce bullying behaviours and their effects.

### **Implementation**

The pupils attending The Orchards School all have an Education, Health and Care Plan. This may mean that they are likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of bullying behaviour. These may include wanting to be near a 'target' child or being interested in making physical contact with a pupil, such as touching a particular part of his or her body, or demonstrating potentially physically harmful behaviours, such as kicking or pinching the skin.

The pupil who is the target may show fear or anxiety when they see the pupil who targets them. This information must be shared amongst all members of the class team, and also shared with other members of staff as soon as possible, particularly with those on duty during playtimes and lunchtime. Staff need to be skilful in observing the outcomes of the behaviours described above. It is important to refer to the The Orchards School Positive Behaviour Response Policy.

The proactive strategies being employed to overcome a pupil's potential or actual bullying behaviour must be recorded in a Positive Handling Plan. This Positive Handling Plan will be shared with the child's parents or carers, and must also be copied to the child's school file. Strategies need to be carried out over a specific time span and their effectiveness reviewed. It is important that strategies are shared with parents and carers of the pupils involved so that there is a consistency of approach at school and at home.

It is also important to help the pupil who is the target of bullying behaviour, particularly as he or she may have difficulty communicating about their experiences. The child should be able to communicate in his or her preferred mode. The pupils need to understand that they will always be “safe” if they do this.

### **Bullying and The Orchards School Curriculum**

In all work with pupils, staff emphasise the importance of developing social skills, including respect for the feelings of others. Where pupils have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate. The Orchards School curriculum builds on this through a wide range of activities including Social and Emotional Aspects of Learning (SEAL).

Staff are important role models for the pupils. The behaviour of adults towards each other and towards the pupils is a potentially highly effective tool for preventing and for decreasing bullying behaviours in pupils with SLD and PMLD.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

**Date of review:** January 2019