



TOTAL EDUCATION
SERVICES



TotalTuition



ROSEWOOD
INDEPENDENT SCHOOL

*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Anti-Bullying and Anti-Peer on Peer Abuse Policy

To read alongside the e-safety policy.

1. Introduction

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, 2014, DfE)

Peer on Peer

The management, senior leads, and all staff and volunteers are committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the setting. In particular, we:

- believe that in order to protect children, all educational settings should
 - (a) be aware of the nature and level of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and
 - (b) take a whole-school community Contextual Safeguarding approach to preventing and responding to peer-on-peer abuse,
- regard the introduction of this policy as a preventative measure. We
 - (a) do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it; and
 - (b) believe that in order to tackle peer-on-peer abuse proactively, it is necessary to focus on all four of the following areas:
 - (i) systems and structures;
 - (ii) prevention;
 - (iii) identification; and
 - (iv) response/intervention,
- recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and peer-on-peer abuse in the school setting, and
- encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the setting so that it can ensure that appropriate and prompt action is taken in response.

Is the setting's overarching policy for any issue that could constitute peer-on-peer abuse. It relates to, and should be read alongside, our safeguarding child protection policy and any other relevant policies including, but not limited to, bullying (including cyber-bullying), youth involved sexual imagery, online safety, IT use, data protection and retention of records, children missing in education, student behaviour and discipline, exclusions, and (where relevant) weapons.

The policy:

- recognises that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up',
- is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2022)
- does not use the term 'victim' and/or 'perpetrator'. This is because our setting takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers
- uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18.

For these purposes, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non intimate), friendships and wider peer associations. Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence. Examples of online peer-on-peer abuse would include sexting, online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

2. **Anti-bullying Statement**

We believe it is the right of all members of our community to learn, work and play in a safe and secure environment. We promote an understanding of one another through the Curriculum and teach and model the attitudes, values and respect that we expect members of our community to show one another.

We make a clear anti-bullying statement that states:

We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our School and, if it occurs, deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.

3. **Aims**

We aim to:

- Provide a safe and secure environment where all can learn, work and enjoy leisure time without anxiety or intimidation;
- Develop an ethos in which bullying is regarded as unacceptable, and any bullying incidents are reported;

- Take bullying seriously and show a consistent response to any bullying incidents that may occur;
- Make all those connected with the School aware of our opposition to bullying;
- Make clear each person's responsibilities with regard to the eradication of bullying in our School.

The setting actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- educating all Executive Board, its senior leadership team, staff, students, and parents about this issue. This includes: training on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it. This includes
 - (i) Contextual Safeguarding,
 - (ii) the identification and classification of specific behaviours, including digital behaviours,
 - (iii) the importance of taking seriously all forms of peer-on-peer abuse (no matter how 'low level' they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing, and
 - (iv) social media and online safety, including how to encourage children to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online.
- educating children about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum. For example, by addressing gender inequality in a statistics class, or by reviewing literature in an English class which addresses bullying and its effect on mental health. Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the setting's approach to such issues, including its zero-tolerance policy towards all forms of peer-on-peer abuse. Educating students about consent includes teaching them basic facts such as
 - (i) a child under the age of 13 can never consent to any sexual activity;
 - (ii) the age of consent is 16; and
 - (iii) sexual intercourse without consent is rape, and
- engaging parents on these issues by:
 - talking about them with parents, both in groups and one to one,
 - asking parents what they perceive to be the risks facing their child and how they would like to see the setting address those risks,
 - encouraging parents to hold the setting to account on this issue, in part as a result of the visibility of this policy.
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health. All staff are trained to meet low-level mental health difficulties within the students
- working with all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the setting community,
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture: – which is founded on the idea that every member of our setting community is responsible for building and maintaining safe and positive relationships, and helping to create a safe environment in which violence and abuse are never acceptable.
- creating conditions in which students are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing students with a sense of belonging, which could otherwise be sought in problematic contexts, – in which students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to, – which
 - (i) proactively identifies positive qualities in students;
 - (ii) nurtures these qualities;
 - (iii) teaches and encourages students to think about positive hopes for the future; and

(vi) supports students in developing small-scale goals that enable realistic ambitions, and – which provides supervised activities to students that give them the experience of having their needs met that might otherwise apparently be met in abusive circumstances. These can include experiencing

(i) status;

(ii) excitement; and

(iii) a degree of risk,

- responding to cases of peer-on-peer abuse promptly and appropriately, and
- ensuring that all peer-on-peer abuse issues are fed back to the setting's safeguarding team so that they can spot and address any concerning trends and identify students who may be in need of additional support.

4. **Roles and Responsibilities**

4.1 **Executive Headteacher and Designated Safeguarding Leads**

The role of the Executive Headteacher and Designated Safeguarding Leads is to:

- Encourage active engagement with its Local Safeguarding Partnership in relation to peer-on-peer abuse, and works closely with, for example, children's social care, the police, and other schools.
- Monitor the incidents of bullying that occur, and review the effectiveness of the policy regularly;
- Keep accurate records of all incidents of bullying and regularly meeting with staff about the effectiveness of anti-bullying strategies;
- Implement the School's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying;
- Ensure that all children know that bullying is unacceptable behaviour (both in this School and outside it), through direct teaching and through the School's response to any bullying behaviour;
- Ensure that all staff receive sufficient training to be equipped to deal with any incident of bullying;
- Set a climate of mutual support and praise for success, where children feel valued, to reduce the likelihood of bullying occurring.

The Executive and Assistant Headteachers are the first point of contact for teachers and parents concerned that bullying is taking place. They will keep relevant staff informed of any incidents of bullying and necessary steps that need to be taken to address the issue. All staff have a responsibility to:

- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Ensure that the issue has been fully discussed with all children involved, whether experiencing bullying, carrying out bullying or witnessing bullying (either in person or with the class teacher);
- Meet with home school/parents/carers of any children involved (both those experiencing bullying and those displaying bullying behaviour) when such behaviour is reported and has been investigated to discuss the issue and clarify how it is being dealt with;
- Record fully any incidents, meetings and action taken.

Any response to peer-on-peer abuse should:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation,
- treat all children involved as being at potential risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be

at risk of harm themselves. The School should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter,

- take into account: – that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts – such as the child’s/ children’s peer group (both within and outside the setting); family; the setting environment; their experience(s) of crime and victimisation in the local community; and the child/children’s online presence.

Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/ children and their parents, and obtain consent to any referral before it is made. The setting should manage the child/children’s expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

4.2 Teachers and Teaching Assistants

The role of teachers and teaching assistants are to:

- Teach children specifically knowledge, skills and attitudes about issues relating to bullying through the PSHE curriculum. For further details see the PSHE scheme of work for Respect Week and SEAL unit ‘Say no to bullying’;
- Ensure that there are mechanisms in place for children to raise concerns e.g. Circle Time, Worry Box;
- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Keep accurate records of all incidents that happen to children in their session and to ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the School’s Behaviour Policy (such behaviour should be regarded as serious and when bullying is reported or suspected, the Headteacher should be informed);
- Listen to and support any child who is being bullied;
- Ensure that the programme and sanctions agreed for any pupil who is exhibiting bullying behaviour are carried out;
- Ensure ongoing communication with the homeschool/ parents/carers of children involved until all parties agree that the issue is resolved;
- Ensure that they are confident to deal with incidents of bullying and behaviour management through attending training;
- Establish a climate of trust and respect for all.

4.3 Other members of staff

The role of other members of staff is to:

- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the School’s Behaviour Policy;
- Listen to and support any child who is being bullied;
- Establish a climate of trust and respect for all.

4.4 Parents

The role of parents is to:

- Contact us immediately if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying;
- Support the School's Anti-Bullying Policy and code of good behaviour.

5. Monitoring and review

This policy is monitored on a day-to-day basis and reviewed as part of the Behaviour Policy on a yearly basis.

This policy will be deemed successful if

- Any bullying is promptly reported and reported incidents of bullying remain low;
- Any bullying is promptly dealt with in such a way as to prevent reoccurrence;
- This is a happy School where all feel safe and secure.

Policy review and updates:

Jennifer Wood, Centre Director (Total Tuition Alternative Provision / Rosewood Independent School)

Created: August 2018

Reviewed: July 2019 (Total Tuition)

Updated: July 2020 (Total Tuition)

Updated: September 2021 (Jennifer Abraham)

Updated: 1st September 2022, Jennifer Abraham and Janice Woods

Appendix 1

Key messages about bullying

Reference: 'Say no to bullying' Theme 3

Excellence and Joyment: Social and Emotional Aspects of Learning (SEAL) DfES 2005

General

Similarities and differences are to be valued and celebrated to create an ethos of respect.

Bullying is deliberate, ongoing and involves an inequality of power.

Bullying situations involve three parties: the person who is bullied, the witnesses and the person doing the bullying.

Bullying can take a variety of forms. Judgements about how serious or mild it is can only be made by considering the way it feels to the person experiencing the bullying. We all respond differently.

In order to become a school where 'telling' is the norm, we need to understand why children who are bullied and witnesses don't tell, and make it more possible for them to do so.

About those who are bullied

Bullying can happen to anyone.

Understanding the link between feelings, thoughts and behaviours enables us to understand how those who are bullied might respond.

Children need a clear plan that will keep them safe if they experience bullying. It is equally important for children to use the social, emotional and behavioural skills they have built up:

- to use a variety of ways of managing their emotions, for example feelings of fear or anger aroused by bullying behaviours;
- to use the problem-solving process for bullying situations as for other interpersonal difficulties.
- children who experience bullying need friends and kindness.

About witnesses

Witnessing bullying behaviour is a powerful situation to be in.

Understanding the feelings that witnesses may experience enables us to understand why they sometimes don't tell about the bullying they have seen.

Witnesses can act as an audience, which can encourage the children doing the bullying, even if they do not mean to.

There are several options open to witnesses to make bullying less likely. They can:

- challenge the children doing the bullying (in certain circumstances);
- 'scoop up' the child who is being bullied ('come on, you're needed in our game now' spoken to the child as two children take an arm each and lead the child away);
- tell an adult;
- talk to others;
- devise a problem-solving plan;
- be kind to the person experiencing bullying.

About bullying behaviour

Bullying behaviour is used by many children who are at other times witnesses or targets of others' bullying behaviours.

Bullying behaviour is contextual – it is not in 'the nature' of the person doing it (just as being a person who is bullied is not in 'the nature' of the person experiencing it). Children use bullying behaviours for a variety of reasons

In order to stop children from bullying, we have to develop a context in which children and adults want bullying to stop and in which it is the norm to 'tell' if bullying is seen or known about.

Children who bully need to understand the effect they are having on their targets (the development of empathy).

Children who bully need to have the support that any child needs when trying to change their behaviour.

