Anti-Bullying Policy

Review Log:

This policy is to be reviewed annually.

Updated by:	Approved by:	Date:	Review Date:
J Christian	Jane Cox	06/11/25	06/11/26
J Christian	Jane Cox	21/01/26	Sept 2026
J Christian	Jane Cox	31/08/2026	31/08/2027

Introduction:

Shape House Doncaster is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As an Alternative Provision we take bullying and its impact seriously. Bullying of any form is not tolerated in our provision, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of Shape House Doncaster's position on bullying. Bullying behaviour is unacceptable in any form. This policy outlines what our provision will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2025".

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people. As a provision we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Shape House Doncaster, our definition of bullying is:
"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

At Shape House Doncaster, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. Some children may experience difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils may behave in ways that could be perceived as 'bullying behaviours' but may not be intentional. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed. The way staff members deal with such incidents of behaviour that challenges should take account of all individual needs.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on children. Bullying impacts on children's wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with

lower levels of school engagement and achievement; both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression. Bullying is unacceptable. Our provision will respond promptly and effectively to reported incidents of bullying.

In our provision:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Children who bully need to learn different ways of behaving.

National research has shown that some groups of children are particularly vulnerable to bullying these include children with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBTQ+ children and those perceived to be LGBTQ+.

Types of bullying behaviour:

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology
- Photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Recognising the indicators that bullying is occurring:

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A child may become super-vigilant.

Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Children must

be encouraged to report bullying. Advocates for the children must report possible bullying on behalf of their charges and, where possible, communication strategies must be put in place to allow children to express their feelings. Children's communications must be listened to. Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with Shape House Doncaster's policy.

Implementation:

Preventative Strategies include:

- Using our knowledge of our children, and relationships with home, to recognise any changes that might result in 'bullying' behaviours.
- Changes to individual Stress Management Plans.
- Analysing behaviour data, including triggers, where incidents occur and who is involved.
- Talking with children about how to manage their own feelings and emotions.
- Ensuring that all children are appropriately supervised.
- Ensuring that all members of staff are familiar with the policy.
- Watching for early signs of distress and where learners can communicate, listen to what they are saying.
- Ensuring that appreciation and respect for all cultures are promoted.
- Ensuring that all children have the means to communicate, where verbal communication is challenging.
- Ensuring that teaching children about bullying and its impact is embedded throughout our curriculum.
- Ensuring that monitoring and filtering software is effective in protecting learners from cyber based bullying.

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on CPOMS, which will be shared with Centre Leads, parents and the roll school.

A Centre Lead will investigate and record their actions on CPOMS:

- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the child suspected of 'bullying' and the 'victim' will be listened to carefully.

Relevant staff and parents/carers and the roll school will be kept informed:

- If the issue persists, a meeting with the roll school would be arranged.
- Then further support meetings (with roll school, parents/carers and staff) will be held.
- In cases where a crime has been committed or a child is believed to be in imminent; danger or risk, the appropriate authorities (police, LA) and roll school will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on child, then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media-based bullying at Shape House is suspected, steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Procedures for parents/carers:

- If a parent/carer has any concerns about their child, they should speak to a Centre Lead immediately, who will then monitor the situation carefully and communicate the concerns to the roll school.
- Shape House Doncaster will work with both the child and the parents/carer to ensure that any bullying is stopped and that support is given where needed.
- Parents/Carers should not confront the bully or their parents/carers. This can complicate the situation and distress the learner.
- Shape House Doncaster will deal directly with all children involved and their parents/carers directly. Parents/Carers and the roll school will be kept informed of any actions the provision is taking.
- If parents/carers feel that their concern has not been dealt with appropriately they should follow Shape House Doncaster's complaints policy.

All members of the Shape House Doncaster community, including children, staff, parents/carers and roll school staff are expected to always treat everyone with dignity and respect. This includes both face-to-face and online contact.

Children:

Bullying behaviour or threats of bullying will be dealt with immediately.

Children who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Children who have bullied will be helped by:

- The ‘bully’ to be informed in a suitable way that their behaviour is inappropriate and must stop.
- Discovering more about the situation to help restore positive behaviours.
- Informing parents and carers and the roll school to help change the behaviour of the child.
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Due to our Positive Behaviour Support ethos, disciplinary action is not considered the right choice within our environment.

Monitoring, evaluation and review:

Shape House Doncaster will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and children. The policy will be promoted and implemented throughout Shape House Doncaster and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal opportunities:

The curriculum has been devised to give our learners the opportunity to share in, respect and appreciate a wide range of cultures. Each child’s culture is recognised and treated with respect and where possible children are given the opportunity to share experiences and knowledge to raise self-esteem. If a child’s culture or race might be a factor in an occurrence of bullying, staff should follow the procedures detailed previously and complete an incident form on CPOMS.

Useful links and supporting organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: https://carers.org/about-us/about-young-carers

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

• DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: https://www.kickitout.org/take-action/resources

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org

• Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: http://www.theredcard.org/

LGBT

• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

Sexual harassment and sexual bullying

• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

• Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters

• Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) https://www.gov.uk/search/all?keywords=prevent+and+tracking+bullying

DfE research into anti-bullying practices:

https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying