ANTI-BULLYING

Area:	McKenzie Thorpe Centre	north east autism society	
Title:	Anti-Bullying		
Effective Date:	August 2025	Review Date:	August 2026
Authors:	Education Leadership Team	Number of Pages:	6

CONTENTS

1	Statement	2
2	Aim	2
3	Objectives	2
4	Definition	2
5	Types of Bullying	3
6	Common Factors	3
7	Preventing and responding	3
8	What can Staff do?	3
9	What can the Student do?	3
10	What can Parent/Carers do?	4
11	Procedures for staff	4
12	Procedures for Senior Leadership Team/DSL	4
13	Bullying in the community	5
	APPENDIX 1 – Protect Behaviour Log	6

ANTI-BULLYING

1. Statement

- McKenzie Thorpe Centre are committed to providing a caring, friendly and safe environment for everyone to enable them to reach their maximum potential, in a relaxed and secure atmosphere. Learners at McKenzie Thorpe Centre all have autism/neurodiversity. The nature of these difficulties can for some learners make communication and understanding other points of view very difficult. This does not make us complacent to the nature of bullying, its causes and effects. Bullying of any kind is unacceptable in any of our provisions. If bullying does occur, all learners should be able to 'tell' and know that incidents will be dealt with promptly and effectively. We are a 'telling' organisation, which means that anyone who knows or suspects that bullying is happening is expected to inform those who are in a position to deal with it.

2. Aim

- Our aim is to create provisions with an atmosphere which is caring, protective and supportive where no one feels humiliated, intimidated or abused. Recognising bullying in all its forms is a vital part of this process. We aim to make it clear to learners, parents and staff that bullying is unacceptable. We believe that all learners have the right to live and learn in a supportive, caring and safe environment where difference is embraced and celebrated and individuals can flourish without fear of being bullied. Everyone has the right to be protected and it is the duty of all staff on site to work towards eliminating all forms of bullying. Finally, it is intended that this policy will complement other policies, including the:

  - Equality Policy
  - Safeguarding Policy
  - Behaviour Support Policy
  - Staff Code of Conduct
  - E-Safety Policy

3. Objectives of this Policy

- Senior Leaders, all staff, learners, and parents should have an understanding of what bullying is.
- Senior Leader, all staff and stakeholders should know what our policy is on bullying, and follow it when bullying is reported.
- All learners and parents/ carers should know what they should do if bullying arises.
- As an organisation we take bullying seriously. All parties should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- Bullying issues discussed within the curriculum

4. Definition of Bullying

- There is no single, agreed definition of bullying but it can take many forms. It makes other people feel intimidated, threatened or powerless to defend themselves. Bullying results in pain and distress to the victim. We define bullying as behaviour that is:

  - repeated
  - intended to hurt someone either physically or emotionally
  - often aimed at certain groups, for example because of race, religion, gender or sexual orientation

5. Types of bullying

- It takes many forms and can include:

  - physical assault
  - making threats
  - verbal – name calling,
  - emotional – teasing, exclusion from games/activities
  - Cyber bullying - via mobile or online. E.g. through email, messaging services and social media

6. Common Factors

- Whatever type of bullying behaviour happens, three factors are usually common:

  - It is deliberately hurtful behaviour;
  - It is a form of abuse which happens more than once and over a period of time;
  - The person being bullied cannot defend themselves.

7. Preventing and responding

- We believe everyone can help to prevent bullying from beginning in the first place and can take action if they find out this is happening

- Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Those who are bullying need to be supported to learn different ways of behaving. All organisations have a responsibility to respond promptly and effectively to issues of bullying.

8. What can staff do?

- Always be alert to the possibility that one or more of the learners in your care are being bullied, or, quite possibly, are bullies themselves.
- Be supportive. If you sense something is wrong, then talk to the learner to find out what the real problem is.
- Encouragement to 'Tell' in our organisation, we recognise that it is important to create an atmosphere where those who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be taken.
- Report the bullying to the appropriate person/organisation.

9. What can the student do?

- Ask the bully to stop
- Do not retaliate by acting in the same way as the bully
- Talk to as staff member/family member, don't keep it a secret. Tell them what is happening so they can offer support

10. What can parents/carers do?

- Take an interest in their child's school day and social life encouraging them to talk openly about problems that they are facing
- If parents/carers are worried their child may be experiencing bullying they should report the concerns to the school immediately.

11. Procedures for staff

1. Listen carefully to the student, taking their concerns seriously and ensuring they know they are being listened to
2. Offer reassurance to the student that they have taken a positive step discussing their concerns because strategies can be implemented to support them
3. Record the concerns in an appropriate format and pass this to the relevant people
4. The information should be reviewed and if it is identified that it is a one off then the information should be recorded and appropriate support provided to learners through education to prevent the situation reoccurring (for example Tutorial sessions focusing on friendship)
5. If a pattern of behaviour is identified or if it is of a more serious nature the incident should be sent to the Senior leadership team and Designated Safeguarding Lead (DSL)
6. Ensure parents are made aware of the situation and what action that is being taken to support the students

12. Procedures for senior leadership team/DSL

1. Review the information and identify the process to be followed
2. Have a meeting with the student who is being bullied, avoid asking direct questions about incidents. Gain as much information as possible. Record minutes of the meeting
3. Contact all parents/carers to inform them of the situation and the intended action plan to deal with the situation
4. Meet with the student/s who are bullying explaining the situation and providing an opportunity to hear their views. Record minutes of the meeting
5. Discuss with the bullying individual or group the impact their actions have had on the other person/people.
6. Discuss the action plan with them. Discuss how they will contribute to the action plan, can they make a commitment to make changes to their behaviour in the future
7. Action plan to be implemented which may involve educational sessions for e.g.
   - Visits from the police or other agencies relevant
   - Individual tutorial lessons to focus on specific areas
   - Personalised group tutorial sessions that focuses on interaction between the students
   - Personalised group tutorials covering a range of topics linked to anti-bullying
   - Implementation of annual events calendar that covers a diverse range of celebrations to raise students awareness
8. Monitoring log to be kept up to date with any actions taken, ensuring the action plan is consistently reviewed to ensure strategies are being implemented to support the situation
9. After a period of time meet again with all involved to assess the impact of the action and identify if any further action needs to be taken
10. After the incident/ incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
11. If necessary further action may need to be taken, this may well include involving parents, more senior members of staff and potentially other key partners (e.g. Consultants, Education Psychologists).
12. Throughout and after all incidents the actions of those involved will be evaluated to inform future practice.

13. Bullying in the community

We are very aware that bullying can also be an issue for many young people outside of school. Students may experience bullying behaviour within their home or communities. Parents/students should report any concerns to school immediately and we will regard this equally as serious as bullying occurring in school.

We will support where possible through providing appropriate education opportunities for all students involved.

APPENDIX 1

PROTECT - BEHAVIOUR LOG	
Date:	
Time:	
Name of Learner(s):	

Type of Bullying: **(please circle)**	**Emotional** **Physical** **Racial** **Sexual** **Homophobic** **Direct or indirect verbal** **Cyber Bullying**

Description of incident:	

Actions Taken:		**By Whom:**	**By Date:**

Conclusion, final outcome and recommendations:	

Completed by staff member:	
Signed:	
Date:	

Signed by Principal:	
Date	