

# ANTI-BULLYING POLICY

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**Date Adopted:** July 2005

**Job Title:** Designated Safeguarding Lead

**Status:** Statutory

**Authorised By:** Kate Grant

**Last Reviewed:** June 2024

**Job Title:** Executive Head

**Ratified by Governors:** July 2024

**Reviewed by:** Jayne Loble

**Next Review:** July 2025

**Job Title:** Designated Safeguarding Lead

**Version:** 2.1

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## 1. Policy Aims

1.1 This policy sets out Jigsaw CABAS® School's procedures for dealing with bullying and pays regard to:

- The Department for Education (DfE) The Equality Act (April 2010)
- The Education Act 2011
- Education and Inspections Act 2006
- The Department for Education *Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (July 2017)*
- *Surrey Guidance on Anti-Bullying*

1.2 Related documents also include DfE Departmental advice on Promoting fundamental British values through SMSC in schools (November 2014), and Cyberbullying: Advice for head teachers and school staff (November 2014).

1.3 This policy should also be read in conjunction with Jigsaw CABAS® School's Behaviour Management Policy, Equality and Diversity Policy, Spiritual, Moral, Social and Cultural (SMSC) Education Policy and Safeguarding and Child Protection Policy.

1.4 The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment, and are able to enjoy and achieve without fear of being bullied, harassed, or endure any other forms of aggression and violence. To ensure that every pupil feels safe, happy, confident, and able to make a positive contribution; and to promote consistency of approach and create an environment in which all types of bullying are considered unacceptable. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

1.5 At Jigsaw CABAS® School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. We aim to support staff to identify pupils displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively, and to identify signs that indicate that a pupil may be experiencing bullying but that pupil is not reporting it.

1.6 The policy pays due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the *Equality Act (2010)* and *Equality Duty (2011)*
- Provide equal opportunities to all pupils in all aspects of school life and promoting and fostering good relationships across the entire school community.

## 2. Definitions

- 2.1 'The school' and 'Jigsaw School' means Jigsaw CABAS® School
- 2.2 CABAS® is an acronym for Comprehensive Application of Behaviour Analysis to Schooling
- 2.3 DSL is an acronym for Designated Safeguarding Lead.
- 2.4 CPOMS is the online reporting system used for recording safeguarding concerns.

## 3. Scope

- 3.1 Autistic pupils 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, autistic pupils 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 Jigsaw CABAS® School have a duty to, not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to instances of bullying behaviours.

### Ethos

- 3.2 The school follows the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) methodology. The CABAS® system is designed to approve positive behaviours and attitudes rather than disapproving other behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The school creates the environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system.

## 4. The Policy

### Definition of bullying

- 4.1 The DfE *Preventing and tackling bullying (2017)* describes bullying as 'Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
- 4.2 *The Anti-Bullying Alliance* defines bullying as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online." (Anti-Bullying Alliance 2024).
- 4.3 An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.
- 4.4 Bullying behaviour has the following common features:
  - it is deliberate behaviour with the intention to hurt someone either physically or emotionally
  - it is repeated, often over a period of time

- it is difficult for those being bullied to defend themselves
- it causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.
- It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted in care or has caring responsibilities.
- It may be motivated by actual differences between children, or perceived differences.

## Types of bullying

4.5 Types of bullying include:

- Physical: hitting, kicking, pushing, poking, biting, pinching etc.
- Verbal: deliberate name-calling, sarcasm, spreading rumours, threats, teasing, belittling. Emotional: isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual: unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/Cyber: posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect: can include the exploitation of individuals.

## Definition of Online/Cyber-bullying

4.6 Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and X (formerly Twitter) to harass, threaten, embarrass, intimidate or target a child or young adult. Unlike physical bullying, cyber-bullying can follow the individual wherever they go via social networks, gaming and mobile phone and can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

## Types of Online/Cyber-bullying

4.7 Online/Cyber-bullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online

- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

4.8 All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Management Policy.

### **NOT Bullying**

4.9 Actions NOT considered to be bullying:

- Not liking someone
- Being excluded (unintentionally)
- Accidentally bumping into someone
- Making other pupils play a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

## **5. The Behaviours of Autistic Pupils and the Characteristics of Bullying Behaviours**

5.1 The pupils attending Jigsaw CABAS® School have a diagnosis of autism. This means 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. They may also copy what they have seen others do before, or what has been done to them. Autistic pupils may be adversely affected by negative attitudes to disability and perceptions of difference, be more isolated, not have many friends, find it more difficult to resist bullies, and are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of bullying, and be able to communicate this to adults. This makes developing a positive culture and anti-bullying message in school even more important.

5.2 It is possible that one pupil may develop an obsession with another pupil which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' pupil or having an interest in making physical contact with that pupil, such as touching a particular part of his or her body; demonstrating

potentially physically harmful behaviours such as kicking, pinching or throwing objects.

## 6. Reasons for bullying

6.1 Some reasons why pupils might bully someone include:

- They think it is fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence, or are trying to fit in with a group
- They are fearful of other pupil's differences
- They are jealous of another pupil
- They are unhappy

## 7. The impact of bullying

7.1 All forms of bullying cause psychological, emotional, and physical stress. Each pupil's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or personal items
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits
- Difficulty sleeping or frequent nightmares
- Loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviour such as running away from an adult, harming themselves, or talking about harming themselves.

## 8. Roles and Responsibilities

### The Role of Governors

8.1 The governing body supports the Director of Education in all attempts to eliminate bullying from the school. The governing body are kept informed of reports of all incidents of bullying and strategies that are put in place to ensure pupils feel safe and secure. Governors monitor incidents of bullying that do occur and review the effectiveness of this policy regularly.

### **The Role of the Director of Education**

- 8.2 It is the responsibility of the Director of Education to implement the school's anti-bullying strategy, to ensure that all staff are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Director of Education will report to the governing body about the effectiveness of the anti-bullying policy on request. Although the Director of Education has overall responsibility, they have nominated the Designated Safeguarding Lead (DSL) to implement the anti-bullying policy.
- 8.3 It is the Director of Education (or DSL) who must ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in school.
- 8.4 The Director of Education will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Director of Education will set the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the staff**

- 8.5 Staff have a duty to be vigilant and alert to the effects of bullying and will do all they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy. Incidents of bullying are recorded on the online CPOMS system which is checked regularly by the Safeguarding Team. Staff attend regular training sessions to help them identify the characteristics of bullying, and to follow school policy and procedures with regard to behaviour management.

### **The Role of parent/carers**

- 8.6 Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class supervisor, the DSL, or Director of Education immediately in a calm manner. Concerns should be dealt with through the school and not directly with parents, their family members, or carers.
- 8.7 A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.
- 8.8 Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and support the school in raising the pupil's awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

### **The Role of pupils**

- 8.9 Pupils are encouraged, if able, to tell somebody they trust such as a teacher, or classroom support assistant/lead etc. if they are being bullied, and if the bullying continues, they must keep letting people know.



- 8.10 Pupils are encouraged to participate fully in activities that raise their awareness about bullying in order to help them understand what to do if they, or another pupil, are being bullied.
- 8.11 An Anti-Bullying Policy for pupils is displayed in various locations across the school to highlight the importance of all pupils feeling safe. (Appendix A)

## **9. How to report bullying**

- 9.1 The Designated Safeguarding Lead (DSL) or the Deputy DSL must be notified in person immediately
- 9.2 A CPOMS report must be completed as soon as possible after an incident takes place. The Safeguarding Team and Director of Education are automatically notified
- 9.3 The DSL or Deputy DSL will decide upon the appropriate course of action in accordance with Safeguarding Procedures and in line with the Behaviour Management Policy
- 9.4 Parents of all pupils involved will be informed by the DSL, Deputy DSL or Director of Education
- 9.5 Termly analysis of incident logs and interventions will take place to continually improve practice. This is also shared with the Governing Body.
- 9.6 Bullying behaviour may not always be clear to identify, therefore, staff must report any concerns they have to a member of the senior team.

## **10. Determining the function of the behaviour**

- 10.1 Staff need to be skilful in observing the outcomes of the behaviours and establishing the function of a behaviour in order to identify an appropriate strategy. Once the function of a behaviour has been determined an appropriate tactic is chosen to decrease the behaviour. The possible functions of behaviour include:
- Attention (from the pupil, from another pupil or from an adult)
  - Escape (i.e. the pupil may not want to be out in the playground)
  - Intrinsic Reinforcement (i.e. the pupil is reinforced by the sensory input they receive from emitting a behaviour)
  - Access to a tangible object (i.e. snatching a toy from another pupil).

## **11. Attention**

- 11.1 Some pupils may seek attention. For them, to use a behaviour directed against another pupil is a way of achieving this attention. Adult intervention could potentially reinforce the bullying behaviour.
- 11.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:

- Providing high levels of positive reinforcement over playtime to prevent attention-seeking behaviour from occurring in the first place
- Redirection: adults deliberately diverting the pupil's attention away from one behaviour to a new activity
- Time out from positive reinforcement: giving the pupil time away from the classroom or playground. "Time out from positive reinforcement" can be an effective way of withdrawing adult attention. It is important that the pupil is helped to develop understanding that the reason for being given "time out from positive reinforcement" is his or her behaviour
- Assigning a one-to-one adult to monitor the bullying pupil at playtimes

## 12. Escape

12.1 Some autistic pupils may emit behaviours in order to escape from certain situations. For example, a pupil might kick another pupil in the hope that they will be taken away from the playground. It is important that time out from positive reinforcement is not the tactic used for pupils emitting escape-motivated behaviours.

12.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:

- Conditioning playground equipment: pairing positive reinforcement with using playground equipment so that the pupil learns to enjoy playtimes
- Contingent escape: allowing pupils time away from the playground contingent upon an interval of time of appropriate behaviour
- Token economies: allowing pupils to earn tokens for appropriate behaviour in the playground which they can exchange for a reinforcer either during playtime or at the end of playtime.

12.3 Staff should also be aware that a pupil may be attempting to escape from a situation in which they feel unsafe, e.g. as a subject of bullying behaviour, and this must be addressed appropriately to avoid further upset to the pupil.

## 13. Intrinsic Reinforcement

13.1 Some pupils may emit behaviours in order to receive sensory input. For example, a pupil may bite another pupil because they are reinforced by the sensation of biting.

13.2 A tactic to decrease this behaviour could involve:

- Introducing the pupil to an activity that provides him/her with the same sensory input, e.g. biting into a stress ball.
- Conditioning playground equipment: pairing positive reinforcement with using playground equipment so that the pupil learns to gain reinforcement from other activities.

## **14. Access to Tangible Objects**

- 14.1 Some pupils may emit behaviours in order to gain access to a tangible item. For example, a pupil may push another pupil off a scooter in order to gain access to that scooter.
- 14.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:
- Teaching the pupil appropriate language skills to request access to tangible items
  - Teaching the pupil to share or take it in turns on different toys.
- 14.3 The strategies being employed to overcome a pupil's potential or actual bullying behaviour must be discussed with the Director of Education and senior staff and recorded in the pupil's Behaviour Guidelines. 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. Strategies need to be carried out over a specific time span and their effectiveness reviewed.

## **15. Other strategies to reduce bullying**

- 15.1 Other strategies to reduce bullying include:
- Taking part in initiatives such as Anti-Bullying Week
  - Training for all staff on anti-bullying policy and strategy
  - The supervision by school staff of all play areas at breaks and lunch times
  - Providing information to all parents/carers on the signs of bullying and the steps to take if they suspect their child is being bullied.
  - The celebration of all pupil's backgrounds and cultures through themed weeks and assemblies
  - Raising awareness of online/cyber bullying and teaching pupils to safely use technology.
  - Effective recording systems
  - Working with multi-agency teams including police and children's services as appropriate.

## **16. Bullying and Jigsaw CABAS® School's Curriculum**

- 16.1 In all work with pupils, staff emphasise the importance of developing social skills, including respect for the rights and 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. Jigsaw CABAS® School's curriculum builds on this through activities which include PSHE (Personal, Social, Health and Economic), PE (Physical Education), Break Time, Language and Communication sessions and group work to develop an ethos of co-operation and respect for everyone.

- 16.2 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 autistic pupils.

## **17. The targeted child**

- 17.1 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 pupil should be able to communicate in his or her preferred mode, i.e. PECS, Makaton signing, iTouch/iPad or speech. Social skills training may help him or her to become more assertive, to show less anxiety, and say or sign, "No". For those pupils who are not able to communicate their concerns, the staff will continue to monitor changes in behaviour or signs that the pupil may be unhappy and address this in line with school procedures.
- 17.2 Pupils are advised that they can talk to a member of staff if they are worried and want to share their concerns. Other ways pupils can communicate their worries are through the Pupil Voice (school council), or in some classes using the Zones of Regulation (teaching individuals to manage their feelings through effective social emotional learning). Positive behaviours are modelled, reinforced and promoted through the curriculum and through regular themed weeks and assemblies.

## **18. Policy Review**

- 18.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 18.2 Governors, the Director of Education, DSL, and School Management Team will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
- 18.3 Bullying data will be analysed to reflect and re-design further strategies to improve procedures
- 18.4 This policy was last reviewed in June 2024.

## 19. Version History

No.	Date	Amendment
1.1		Policy reformatted
1.2	July 2019	References to children and young adults replaced with pupils References to diagnosis of ASD replaced by autism Roles and responsibilities updated
1.3	June 2020	Reference to Equality and Diversity Policy and SMSC Policy Anti-Bullying Alliance definition of bullying Addition to the section on The Targeted Child
1.4	June 2021	Addition of Pupil Anti-Bullying Policy (Appendix A) Addition of Jiggy Safe Zone (Appendix B) Reference to CPOMS online reporting system
1.5	July 2021	Tightening of language and clarity further to AD comments
1.6	Sept 2021	Updated Appendix A
1.7	July 2022	Change to identity-first language. And update to safeguarding team members on appendix A
1.8	April 2023	Updated 8.5.3 to remove reference to pupil's creating an anti-bullying policy. Updated 17.2 removing 'There are "Jiggy Safe Zone" posters (Appendix B) in all rooms to show that it is a safe place to talk to an adult in the room, and pupils are regularly reminded of this.' Updated Appendix A, removed Appendix B (ref Jiggy Safe Zones)
1.9	July 2023	Updated language at Ethos 3.2; updated 4.2 Anti-Bullying Alliance for clarity; updated in line with operational changes at 8.2 and 8.3
1.10	November 2023	Updated Pupil Anti-Bullying poster in Appendix A
2.1	July 2024	Updated in line with the Antibullying Alliance definitions and guidance/information

## 20. Related Legislation & Guidance

Document	Electronic Copy Location
The Education act 2011	<a href="https://www.legislation.gov.uk/ukpga/2011/21/contents">https://www.legislation.gov.uk/ukpga/2011/21/contents</a>
Education and Inspections Act 2006	<a href="https://www.legislation.gov.uk/ukpga/2006/40/contents">https://www.legislation.gov.uk/ukpga/2006/40/contents</a>
The Department for Education (DfE) The Equality Act (April 2010)	<a href="https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf</a>
The Department for Education <i>Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (July 2017)</i>	<a href="https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf">https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf</a>
Promoting fundamental British values as part of SMSC in schools (November 2014).	<a href="https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf">https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf</a>
DfE Cyberbullying: Advice for headteachers and staff (2014)	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf</a>
Anti-Bullying Alliance	<a href="http://www.antibullyingalliance.org.uk/">http://www.antibullyingalliance.org.uk/</a>
Bullying UK	<a href="http://www.bullying.co.uk">http://www.bullying.co.uk</a>
Childnet International	<a href="http://www.childnet.com/">http://www.childnet.com/</a>
Think U Know	<a href="https://thinkuknow.co.uk">https://thinkuknow.co.uk</a>
Young Minds : Child and Adolescent Mental Health	<a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>
NSPCC	<a href="https://nspcc.org.uk">https://nspcc.org.uk</a>

## 21. Related Internal Documentation

<b>Document</b>	<b>Electronic Copy Location</b>
Behaviour Management Policy	Common/ MyJigsaw / Policies / School
Safeguarding and Child Protection Policy	Common/ MyJigsaw / Policies / School
Online Safety Policy	Common/ MyJigsaw / Policies / School
Complaints Policy	Common/ MyJigsaw / Policies / School
Equality and Diversity Policy	Common/ MyJigsaw / Policies / School

APPENDIX A – Antibullying policy for pupils

# ANTI-BULLYING POLICY

## WHAT IS BULLYING?

'Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'

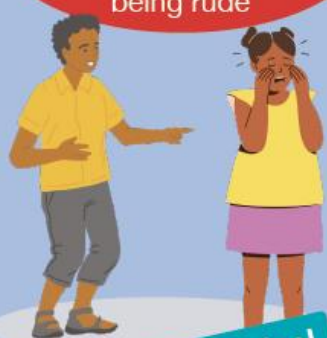
*Department for Education, 2017*

## To prevent bullying at Jigsaw we...


- Learn about relationships and bullying
- Take part in anti-bullying week and online safety week
- Are kind to each other and respect each other
- Have school and class rules and follow them

## TYPES OF BULLYING


**VERBAL**  
such as making someone feel upset by being rude



**CYBERBULLYING**  
such as using iPads and computers to make someone feel upset and scared



**PHYSICAL**  
such as hurting or threatening to hurt someone



Everyone should feel safe at school and we should all be good friends to each other



If you're worried about bullying you can talk to a teacher or a member of the Safeguarding Team



Jayne



Meredith

Pupil Friendly Version