



## ANTI-BULLYING POLICY

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## 1) INTRODUCTION

This policy 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”](#) 2020 and [“Sexual violence and sexual harassment between children in schools and colleges”](#) guidance. The setting also references Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

## 2) POLICY OBJECTIVES

- This policy outlines what Sheiling School will do to prevent and tackle all forms of bullying.
- Sheiling School is committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form.

## 3) LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

- This policy links with several School policies, practices and action plans including:
  - Promoting Positive Behaviour in School Policy
  - Promoting Positive Behaviour in the Houses Policy
  - Complaints procedure
  - Child protection policy
  - Adult protection policy and procedures
  - Code of Conduct policy
  - Online safety Policy and Acceptable Use Policies (AUP)
  - Curriculum policy; PSHE Policy
  - Promoting SMSC and Fundamental British Values Policy

## 4) LINKS TO LEGISLATION

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - [The Education and Inspection Act 2006, 2011](#)
  - [The Equality Act 2010](#)
  - [The Children Act 1989; 2004](#)
  - [The Education \(Independent School Standards\) Regulations 2014](#)
  - [Protection from Harassment Act 1997](#)
  - [The Malicious Communications Act 1988](#)
  - [Public Order Act 1986](#)

## 5) RESPONSIBILITIES

- It is the responsibility of:
  - The Head Teacher, Registered Care Manager and Chief Executive Officer (CEO) to communicate this policy to to all staff, to ensure that disciplinary measures are applied fairly, consistently and reasonably
    - ❖ Governors to take a lead role in monitoring and reviewing this policy.
    - ❖ All staff, including governors, senior leaders, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- ❖ Parents/carers to support their children and young people and work in partnership with the School.
- ❖ Through the facilitated work of staff via the school curriculum pupils and young people will be supported to abide by the policy.

## 6) DEFINITION OF BULLYING

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE [“Preventing and Tackling Bullying”](#), July 2017)
- Bullying can include name calling, taunting, mocking, making sarcastic or offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the School as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children and young people’s emotional development.

## 7) FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying
  - Prejudicial bullying (against people/pupils with protected characteristics):
    - ❖ Bullying related to race, religion, faith and belief and for those without faith
    - ❖ Bullying related to ethnicity, nationality or culture
    - ❖ Bullying related to Special Educational Needs or Disability (SEND)
    - ❖ Bullying related to sexual orientation (homophobic/biphobic bullying)
    - ❖ Gender based bullying, including transphobic or non- gender specific (A- sexual; Objectum) bullying
    - ❖ Bullying against teenage parents (pregnancy and maternity under the Equality Act) ([See Appendix 1 for further details on school’s procedural response to pupil/ young people’s use of discriminatory language](#))

## 8) SCHOOL ETHOS

- The Sheiling School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental and emotional wellbeing.
- By effectively preventing and tackling bullying we help to create a safe and secure environment, where pupils and young people are able to learn and fulfil their potential.
- Our Provision:
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.

- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that many members of our community are more vulnerable to bullying and its impact than others; this is especially children and young people with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils and young people are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the provision to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the School's response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- When appropriate, utilises support from external support services including local authority and other.

## 9) RESPONDING TO BULLYING

- The following steps must be taken when dealing with all incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
    - ❖ School staff will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will- where possible- involve them in any decision making, as appropriate.
    - ❖ The Head Teacher/Designated Safeguarding Lead (DSL)/ deputies, or another designated member from the appropriate leadership team (SLT,ELT, Care Management) will interview all parties involved.
    - ❖ The DSL/ deputies will be informed of all bullying issues where there are safeguarding concerns.
    - ❖ A designated member from the leadership team (SLT,ELT, Care Management) managing the case will speak with and inform other staff members, where appropriate.
    - ❖ A designated member from the leadership team (SLT,ELT, Care Management) managing the case will also ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with [child protection](#) and confidentiality policies.
    - ❖ Sanctions, as identified within the School's [Promoting Positive Behaviour in School/ in the houses policies](#), and support will be implemented in consultation with all parties concerned.
    - ❖ If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
    - ❖ Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the Safeguarding Team together with an appropriate designated member from the leadership team (SLT,ELT, Care Management) managing the case will ensure that the concern is fully investigated. If required, the DSL/deputies will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in

accordance with this policy and the School's [Promoting Positive Behaviour in School/ in the houses policies](#).

- ❖ A clear and precise account of bullying incidents will be recorded by the Safeguarding Team together with a designated member from the leadership team (SLT,ELT, Care Management) managing the case in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- When responding to cyberbullying concerns, the Safeguarding Team together with a designated member from the leadership team (SLT,ELT, Care Management) managing the case will:
    - Act as soon as an incident has been reported or identified.
    - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
    - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
    - Take all available steps where possible to identify the person responsible. This may include:
      - ❖ looking at use of the School's systems;
      - ❖ identifying and interviewing possible witnesses;
      - ❖ Contacting the service provider and the police, if necessary.
    - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
      - ❖ Submitting supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
      - ❖ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE [guidance on searching, screening and confiscation](#).
      - ❖ Requesting the deletion of locally-held content and content posted online if they contravene School's policies.
    - Ensure that sanctions are applied to the person responsible for the cyberbullying; by the Safeguarding Team together with a designated member from the leadership team (SLT,ELT, Care Management) managing the case will work to address the attitude and behaviour of the person responsible for the bullying, as well as ensuring access to any additional help that they may need.
    - Inform the police if a criminal offence has been committed.
    - Provide information to staff and pupils/ young people regarding steps they can take to protect themselves online. This may include:
      - ❖ advising those targeted not to retaliate or reply;
      - ❖ providing advice on blocking or removing people from contact lists;
      - ❖ Helping those involved to think carefully about what private information they may have in the public domain.

### 9.1 Supporting pupils and young people

- Pupils and young people who have been bullied will be supported by school staff within the provision in the following ways:
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their Teacher, the Designated Safeguarding Lead/ deputies, or a member of staff of their choice.
  - Keeping a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAHMS).
- Pupils and young people who have perpetrated bullying will be helped by school staff within the provision in the following ways:
  - Discussing what happened, establishing the concern and the need to change and actively exploring and promoting restorative measures.
  - Informing parents/carers to help change the attitude and behaviour of the child or young person.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Adolescent Mental Health Service (CAHMS).

## 9.2 Supporting adults

- Sheiling school takes measures to prevent and tackle bullying among pupils and young people; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, young people, parents or other staff members, is unacceptable (*See policies on grievance and harassment for further details*).
- Adults who have been bullied or affected will be supported by school staff within the provision in the following ways:
  - Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead/deputies, a senior member of staff and/or the Head Teacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the School will still investigate the concern and ensure that appropriate action is taken in accordance with the Schools' Code of Conduct policy and disciplinary procedures.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by school staff within the provision in the following ways:
  - Discussing what happened with a senior member of staff and/or the Head Teacher DSL/ deputies to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the School's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## 10) PREVENTING BULLYING

### 10.1 Environment

- The School provision will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - Recognises the potential for children and young people with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
  - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
  - Challenge practice and language (including 'banter') which does not uphold the School's values of tolerance, non-discrimination and respect towards others.
  - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
  - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
  - Actively create "safe spaces" for vulnerable children and young people.
  - Celebrate success and achievements to promote and build a positive School ethos.

### 10.2 Policy and Support

- The School provision will:
  - Provide a range of approaches for pupils and young people, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing School policies, for any bullying brought to the Schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using taxi and school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### 10.3 Education and Training

- The School provision will:
  - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the School's policies and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transitions.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils and young peoples' social and emotional skills, including building their resilience and self-esteem.

## 11) INVOLVEMENT OF PUPILS AND YOUNG PEOPLE

- Sheiling School will:

- Where possible, involve pupils and young people in policy writing and decision making, to ensure that they understand the School's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils and young people know how to express worries and anxieties about bullying.
- Ensure that all pupils and young people are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils and young people in anti-bullying campaigns and embedded messages in the wider school curriculum.
- Utilise pupil and young people's voices in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils and young people who have been bullied and to those who are bullying to address the problems they have.

## 12) INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS

- Sheiling school will:

- Ensure parents and carers are given a copy of this policy and consider feedback from parents and carers when reviewing this policy
- Ensure parents and carers are informed of the School's absolute commitment to prevent and stop all forms of bullying

## 13) MONITORING AND REVIEW: PUTTING POLICY INTO PRACTICE

- The School will regularly monitor and evaluate its practices to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the School's action plan.
- The Head Teacher, Registered Manager, DSL/ deputies will be informed of bullying concerns, as appropriate.
- The named Governor for anti-bullying will report on a regular basis to the Board of Governors on incidents of bullying, including outcomes.

## 14) USEFUL LINKS AND SUPPORTING ORGANISATIONS

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for Head Teachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)  
 Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)  
 Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

| Policy                  | Date       | By            |
|-------------------------|------------|---------------|
| Updated on              | 03/12/2018 | Noah Black    |
| Adopted by Governors on | -          | All Governors |
| Frequency of review     | Annually   | SLT Member(s) |
| Reviewed on             | 08/11/2019 | Noah Black    |
| Reviewed on             | 29/11/2019 | Noah Black    |
| Reviewed on             | 28/10/2020 | Noah Black    |

## 15) APPENDICES

### Appendix 1: Procedures for Responding to Discriminatory Language from Pupils/ Young people

Sheiling School has a three-tiered responsive approach to pupils/young people that use racist, misogynistic, homophobic and other discriminatory language.

**1) Immediate Response** - In a case where a pupil/young person is using racist, misogynistic or homophobic language, the immediate response will depend upon the responsiveness of the young person at that particular moment. It may not be appropriate to discuss the issue there and then, as there may be a risk of exacerbating the issue; as such there may be an element of 'planned ignoring'. *This does not however constitute an approach in itself, and must be combined with tiers 2 and 3 (see below).* Even where a degree of planned ignoring is used, it is essential that other pupils/young people, and especially those targeted, are accompanied away from the vicinity where possible. In some instances of pupils/ young people using racist, misogynistic or homophobic language, a clear request to stop from staff will be effective and then it is the duty of relevant staff to step in and deal with the issue immediately. Details of what will prove most effective will be outlined in individual pupil/young people's PBS plans.

**2) Proximate Response** - Since it often proves the case that pupils/young people are not most responsive during an incident of challenging behaviour, the issue must be addressed at the nearest available opportunity when the young person has returned to baseline levels of calm. It is essential that pupils/ young people are challenged on their use of racist, misogynistic and homophobic language, though the nature of this challenge will depend on what approach works best for the pupil/ young person in question. Certainly there should be reflection on the feelings of the victim, but to what extent the impact of specific terminology is explored will depend on the understanding of the pupil/young person and the perceived intention in using such language. Some pupils/ young people clearly do not understand the actual meaning of certain offensive terms, but use them because they are known to 'have an effect'. In such cases, to discuss the meaning of the terms could actually load them with potentially greater impact (for example, simply talking about the context of racism and discrimination towards visible, religious and ethnic minorities can sometimes be inadvertently used as "fuel" by some of our SEND pupils/young people when they go into crisis [i.e.: they direct a racist term against a visible minority staff member as they now know it will cause more harm than they previously were aware of]). Again, specific approaches will be pupil/young person-specific and outlined in the children and young people's PBS plan.

**3) Broader Pedagogical Response** - Different pupils/ young people require very different approaches in the broader pedagogical approach to tackling the issues of racism, misogyny, homophobia and discrimination. No immediate reactive strategy is likely to be effective in the long term, although this does not discount the need for such strategies given the gravity of the issue. Possible pedagogical approaches include: emotional literacy lessons to address the issue of anger and 'acting out'; the use of social stories; lesson topics that address the history of slavery, women's struggle for equality, the history of immigration in Britain, political and historic aspects of homosexuality etc.; visits from police officers to outline the seriousness of the issue; the use of stories/ video resources etc. to engender empathy for the feelings of the victims of abuse.

There is a clear consequential path for pupils/ young people who repeatedly use racist, misogynistic or homophobic language:

#### **1<sup>st</sup> incident of concerning behaviour**

Agreed first and second tier responses as per PBS plan (see above)

Teacher calls home to inform parents/carers

'Concern' recorded on BehaviourWatch.

#### **2<sup>nd</sup> Incident of concerning behaviour**

As per 1<sup>st</sup> incident, with the addition of:

A meeting between the pupil/ young person and a senior manager

A time limited agreed strategy to monitor and reduce behaviours (e.g. removal from social arena at key times)

**Repeated incident of concerning behaviour**

As per 1<sup>st</sup> incident with the addition of:

Where appropriate, parents/carers invited to a meeting with teacher and senior managers (and including the pupil/ young person) to discuss strategies and explain that the next step is temporary exclusion.

**Any further incident of concerning behaviour**

As per 1<sup>st</sup> incident with the addition of:

Fixed term 1 day exclusion.

If concerning behaviour persists after this point, a fixed term 3 day exclusion may be considered and if deemed necessary, imposed.

The complexity of the issue combined with the complexity of the needs and challenges faced by the pupils/ young people of Sheiling School means that there can be no singular path. Due discretion is involved in all our dealings with challenging behaviour. However, the gravity of the issue requires that we treat it as a matter no less serious than any other safeguarding concern, which accounts for the seriousness of the consequences outlined above.