



Anti-Bullying Policy	
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Compliance lead	Trust Head of Safeguarding
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Version 1	

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1. INTRODUCTION

1.1 Context and Philosophy

Ruskin Mill Trust offers holistic learning opportunities to pupils and students through role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education bespoke to the individual.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Grace Garden School offers outdoor learning opportunities through our Steiner-inspired holistic curriculum which provides the skills, experience and character necessary for young people aged 9-16 years old with complex needs to flourish and thrive in modern society. The school, located on the outskirts of Bristol on an 18 acre farm, is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression.

1.2 Ruskin Mill Trust Vision and Values

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

Signed by:

Helen Kippax
Board of Trustees

Date:

Francesca Meynell
Executive Headteacher

Date:

2. OVERVIEW

Grace Garden School provides an innovative and experiential education and care for children and young people with complex learning needs.

The School recognises the vulnerability of its students and that all children and young people have a right to protection from all forms of harm, abuse and neglect.

The School believes that people evidence challenging behaviours as adaptive response to their environments, their life experiences and possible biological challenges that have unhealthy consequences for themselves and others.

We would expect students and residents to act safely and feel safe in the School, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. Bullying hurts; no one deserves to be a victim of bullying.

We would also want parents, carers and families to feel confident that their children and young people are safe and cared for in the Trust and incidents, when they do arise, are dealt with promptly and well.

3. POLICY DEVELOPMENT

This policy was developed in consultation with stakeholders from across the Ruskin Mill Trust community with input from;

- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, questionnaires, parent meetings, parent focus groups producing a shorter parents' guide
- Children and young people – contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners (extended schools, visiting external providers in school and external providers, representatives from the local community, police.

4. DEFINITION AND DESCRIPTION

Bullying can include any sort of physical or mental intimidation of a person by another or a group, which causes anxiety or stress to the 'victim'. We regard ourselves as an anti-bullying organisation and therefore such behaviour is unacceptable by any member of the Trust community as no person has the right to make another feel uncomfortable or unhappy.

We have adopted the following definition of bullying:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.”

Bullying is contextual and situational – a bully and victim can reverse roles on another day or setting.

Bullying differs from other forms of aggressive or offensive behaviour in the following ways:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves
 - This means that a student cannot bully a staff member
- It is usually persistent

Bullying can include:

- name calling

- taunting
- mocking
- sarcasm
- making offensive comments
- physical assault
- taking, hiding or damaging belongings
- cyber bullying
- inappropriate text messaging and e mailing
- sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping or spreading hurtful and untruthful rumours
- excluding people from groups
- being unfriendly
- Racist comments or actions
- Homophobic/Bi-phobic/Transphobic comments or actions.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber bullying. If the victim might be in danger, then intervention is urgently required.

Whilst most incidents of Cyberbullying occur outside of school we deliver regular learning within school and offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying. For further details please see the E-safety policy and procedure.

5. STRATEGIES FOR PREVENTING BULLYING

The golden thread of safeguarding runs through everything we do at Grace Garden School and key to the prevention of bullying is the development of our shared ethos of community, openness, goodwill, tolerance and treating individuals with dignity and respect.

As part of our on-going commitment to the safety and welfare of our students we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Anti-Bullying Day
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student or School council led activities
- Visits and guest speakers from specialist organisations

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice
- Counselling and/or Mediation schemes
- Use of sanctions as appropriate for the individual

6. ROLES AND RESPONSIBILITIES

The Executive Principle has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who

will have general responsibility for handling the implementation of this policy. The day to day leadership and oversight of this policy may be delegated to a designated member of the provision SLT or SMT.

All staff in the provision are responsible for the implementation of this policy and of our zero tolerance approach to bullying.

7. REPORTING BULLYING

The Trust has clear and well publicised systems to report bullying for the whole community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Ways to report bullying for parents:

- Contact Student Engagement Manager or Class Teacher

Ways to report bullying for children and young people:

- In person to any member of staff

Ways to report bullying for staff:

- Contact Executive Head Teacher, Student Engagement Manager or Class Teacher

8. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Francesca Meynell (Executive Principle) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Team.

Impact of Non-Compliance For:

Staff	Disciplinary action
Students	Potential risk of harm
Legislation / organisation	Reputational damage, litigation, non-regulatory compliance

File Path:	
Dissemination (who will receive the policy):	RMT Admissions Team, Senior Management Teams
Associated Training Requirements:	Assessment training for key staff

LINKS WITH OTHER POLICIES AND DOCUMENTS

RMT Equality and Diversity Policy

BULLYING INCIDENT REPORTING FLOWCHART

You witness or are informed of an incident of bullying or bullying type behaviour.

RECORD THIS ON DATABRIDGE AS AN OCCURANCE

Please not and consider if the behaviour:
Occurred **more than once**
Was intended to cause alarm, harassment or distress.
Has created a sense of powerlessness on the part of the person being bullied.

Was the incident bullying?

If evidence of bullying is not found the following steps will be taken:

- Provide support to those involved
- Inform parents/carers of those involved
- Use Restorative Practice with involved parties

If evidence of bullying is found the following steps will be taken:

- Provide support to those involved
- Inform parents/carers of those involved
- Apply Behaviour Support and Sanctions Policy as appropriate
- Use Restorative Practice with involved parties