



FIRST BRIDGE EDUCATION

Anti-Bullying Policy



Table of Contents

No.	Sub.	Title	Page
1.		Aims	3
2.		Definitions	3
	2.1	What is Bullying?	3
	2.2	What is Cyber Bullying?	4
	2.3	The Behaviours of Children and Young People with SEN and the Characteristics of Bullying Behaviours	4
3.		Scope	4
4.		Legislation and Guidance	4
5.		Roles and Responsibilities	5
	5.1	The Role of the Therapist	5
	5.2	The Role of the Clinical Supervisor	5
	5.3	The Role of the Designated Safeguarding Team	6
6		Implementation	6
	6.1	Record Keeping and Reports	6
	6.2	The Targeted Pupil	6
	6.3	Attention Seeking Behaviours	7
	6.4	Automatic Reinforcement from Behaviours	7
	6.5	Prevention Strategies	8
	6.6	Interventions	8
7.		Version History	8
8.		Links to Legislation and Guidance	8
9.		Related Policies	9

1. Aims

The aim of this policy is to ensure that all pupils at First Bridge Education learn in a supportive, caring, and safe environment, free from the fear of bullying. The nursery and school promote a consistent approach to preventing and addressing bullying and is committed to creating a culture where all forms of bullying are recognised as unacceptable.

First Bridge Education is dedicated to involving parents, carers, pupils, and staff in the prevention of bullying. The nursery and school regularly review and update their approach to reflect changes in technology, including the use of social media. We intervene promptly and appropriately wherever bullying occurs. The nursery and school foster an inclusive and secure environment where differences that might motivate bullying are openly acknowledged and respectfully discussed. When necessary, we will be seeking guidance from specialist organisations and make use of external resources. Most importantly, First Bridge Education ensures that pupils feel safe and confident to report any bullying or behaviour that causes them discomfort.

2. Definitions

“The School” and “First Bridge School” are represented by First Bridge Education and will be referred to as either First Bridge School or the school, throughout this policy.

“The nursery” and “First Bridge Centre” are represented by First Bridge Education and will be referred to as either First Bridge Centre or the nursery, throughout this policy

“Designated Safeguarding Team” represents the team of professionals within First Bridge Education (Designated Safeguarding Lead and Designated Safeguarding Officers), who are appointed to take responsibility for the safeguarding and child protection matters within the organisation

“Pupils” refer to all children attending First Bridge Education, both in the Early Years and School provisions.

2.1. What is Bullying?

‘Preventing and Tackling Bullying’, guidance produced by the Department for Education, (July 2017) defines bullying as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages, social media, gaming or the internet, which can include the use of videos and images), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual or perceived differences between children’.

2.2. What is Cyber Bullying?

Cyber-bullying is a different form of bullying that takes place through technology. This form of bullying can happen at all times throughout the day, both in the home and school environments and has the potential for larger emotional impact and harm due to access to a wider audience through various online sharing and social media platforms.

2.3. The Behaviours of Children and Young People with SEN and the Characteristics of Bullying Behaviours

Due to the nature of their disability, pupils with special educational needs, may not have sufficient understanding or awareness that certain behaviours directed towards others can be undesirable or that they may be construed as bullying by the targeted person.

Similarly, if they are the recipients of such behaviours, they may be unable to express or communicate their aversion to such behaviours or be able to inform adults of such occurrences.

It is possible that one pupil may develop an obsession with another which may cause distress or anxiety to the targeted pupil.

Such behaviours might include wanting to be near the target pupil or having an interest in making physical contact with him/her, such as touching a particular part of his or her body or potentially harmful behaviours such as kicking, pinching or throwing objects.

It is also possible that due to a delay in language development, social and play skills, pupils may use non-vocal, verbal forms of behaviour as a way of making interactions with others. These could include some behaviours that could cause others to feel uncomfortable

3. Scope

This policy applies to all pupils and their parents at First Bridge School/First Bridge Centre. The policy can also be accessed at any time on First Bridge Education's website and can be sent on request.

This policy is closely linked to the school's/centre's Behaviour and Exclusion Policy, Curriculum Policy, Equal and Equitable Opportunities Policy and Safeguarding Policy. These policies can also be found on First Bridge Education's website.

4. Legislation and Guidance

This policy meets the requirement set out in the Equality Act 2010 (Amendment) Regulations 2023, which replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.'

First Bridge Education ensures that all pupils, regardless of their age, disability, gender, race, religion, belief or sexual orientation have equal opportunities to access learning, resources and our

curriculum. Provision is inclusive of pupils with and without formal diagnoses and pupils are educated together and given appropriate adjustments to provision so that they can be included, regardless of the severity of their special educational need.

When writing this policy, careful consideration has been given to other pieces of legislation which set out measures and actions for school 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 Education Act 2002 · The Education (Independent School Standards) Regulations 2014
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986.

5. Roles and Responsibilities

The following defines the roles and responsibilities of all who are involved in ensuring that:

5.1. The Role of the Therapists

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Record immediately all child-to-child incidents on the Family app.
- Create and maintain a stimulating environment that encourages children to be engaged.
- Track and disclose immediately to the relevant members of the team, such as the Designated Safeguarding Team, Clinical Supervisors and/ or Clinical Lead, whether there are patterns of behaviour, so that a risk assessment and preventative strategies and interventions can be designed and implemented.
- Develop a positive relationship with children, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using reinforcement-based strategies to promote pro-social behaviour
 - Following Behaviour Support Plans (BSP)

5.2. The Role of the Clinical Supervisor

As mentioned above, the Clinical Supervisor also has the responsibility to set the tone and context for positive behaviour within the school. Additionally, the Clinical Supervisor has the responsibility of analysing any potential bullying behaviours in which their pupils are engaging and replace those behaviours with socially appropriate interactions. The Clinical Supervisors have the responsibility of updating the pupil's Behaviour Support Plans to reflect any bullying topographies and their appropriate consequences and replacement behaviours. Furthermore, if the Clinical Supervisor

observes any bullying behaviours, they also have the responsibility to immediately report the incident on Famly.

5.3. The Role of the Designated Safeguarding Team

The Designated Safeguarding Team's responsibilities are:

- Review and sign off each incident.
- Monitor and track repeated occurrences of incidents, to determine whether they are incidences of bullying

6. Implementation

6.1. Record Keeping and Reports

All child-to-child incidents are recorded by our therapists or Clinical Supervisors, immediately following the incident, on our Famly app. The Designated Safeguarding Team review and sign off each incident and are tasked with the responsibility of monitoring and tracking repeated occurrences of incidents, to determine whether they are incidences of bullying. Appropriate actions come from these reviews.

The above-mentioned concerns are raised in the termly board report once it reaches the following criteria:

- When there have been three incidents of child-to-child behaviours in one month, that are specifically targeted towards another child or,
- When there have been two incidents in a one-week period in which a child has been the victim of a targeted incident by one or more individuals.

In addition to the above, each pupil has a detailed Behaviour Support Plan (BSP) which details all known topographies of behaviour, evoked or elicited towards themselves, or others. All staff responsible for supporting pupils daily in the classrooms, have a thorough knowledge each pupil's BSP and the potential antecedent triggers for potential bullying or harmful behaviour towards others.

These antecedent strategies are implemented by staff consistently throughout the day to ensure incidents of problem behaviour are kept to an absolute minimum. All children who engage in challenging behaviours have daily Antecedent-Behaviour-Consequence data that is taken for each episode/incident, and this is then tracked and analysed for patterns and functions of behaviour by the Clinical Supervisors monthly at a minimum.

If a concern of bullying is recorded, in addition to this information being recorded on Famly and shared in the termly board report, a central record, called the 'Incidents of bullying log' is also kept ensuring there is continuous monitoring of repeated incidents/perpetrators/victims. The Centre Managers are responsible for completing the incidents of bullying log and ensuring the log is kept up-to-date and accurate. The 'Incidents of bullying log' includes the date and details of the reported concern, dates and details of the recorded incidents leading up to reported concern, and information regarding the perpetrator, victim and any actions taken towards the perpetrator, victim and any other pupils or individuals (including staff) who may have been impacted by the incident.

6.2. The Targeted Pupil

It is important to support the target of bullying behaviour, particularly as he or she may have difficulty communicating their experiences. The pupil should be given the skills to be able to communicate via their preferred communication mode, e.g., PECS, Makaton, signing, speech or an AAC. Social skills training may help him or her to become more assertive, to show less anxiety, and say or sign, "No".

When incidental teaching opportunities occur, for example, a staff member is present when the incident happens, the targeted pupil may be taught to respond in the moment to the behaviour of the pupil e.g. "I don't like that. If appropriate in the moment, they can be supported to assert themselves in a way that keeps them, and the pupil targeting them, safe

6.3. Attention Seeking Behaviours

Some pupils with SEND and those with developmental delays may seek attention through their behaviour when they are unable to communicate and ask for attention in more appropriate ways.

For example, they may engage in a behaviour and direct it towards another pupil as a way of achieving or gaining attention. An adult intervening at this time, could also reinforce this potential bullying behaviour by attributing more attention to the behaviour and consequently, making it more likely to happen again in the future.

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

- Arranging for times when the pupil has access to high-quality attention from both peers and adults.
- Differential Reinforcement of Alternative Behaviours (DRA) – for example, teaching the pupil how to gain attention by saying a person's name, or tapping them, and heavily reinforcing this behaviour in order to replace other forms of attention seeking/gaining behaviour.
- Differential Reinforcement of Other Behaviour (DRO) – providing the pupil with a dense schedule of reinforcement whenever they are not engaging in the behaviour targeted towards the peer.

Ensuring that the pupil's individual therapy and intervention plan includes goals that are oriented towards developing appropriate social skills and friendships

6.4. Automatic Reinforcement from Behaviours

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

Some strategies to decrease this behaviour could involve:

- Introducing the pupil to an activity that provides him/her with the same sensory input (matched stimuli) e.g., biting into a stress ball, or the use of a chewy.
- Conditioning other toys and activities as reinforcing so that the value of biting decreases.

It is important to note that many pupils attending the nursery or the school will be experiencing teething, and or may have a history of poor dental health due to difficulties with attending dentist and health appointments. Therefore, parents/carers of all pupils who engage in behaviours such as those described above, are directed to rule out any medical concerns, conditions or reasons, before behavioural intervention is introduced.

6.5. Prevention strategies

First Bridge School emphasises the importance of pupils developing social skills, including good behaviour and respect for the feelings of others. Where pupils have difficulties interacting appropriately with their peers or with adults, therapy plans are designed to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate.

First Bridge School's curriculum builds on this through activities which include Personal Social and Emotional Development (PSED), lunchtime, paired social and play sessions and small group work/circle times to encourage development of an ethos of co-operation and respect for everyone.

Staff are important role models for the pupils. The behaviour of adults towards each other and towards the pupil are a potentially highly effective tool for preventing and decreasing bullying behaviours in pupils with SEND. Staff are also trained on the importance of anti-bullying strategies and reminded where they can seek support if they require it (See Preventing and Tackling Bullying, DfE – Specialist Organisations, 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Staff will gather qualitative and quantitative data about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. The strategies might involve direct teaching on issues of difference in lessons or in dedicated school events. Where necessary we will call on the expertise of specific organisations to draw on their expertise, for example, NSPCC for online safety.

6.6. Interventions

The nature and level of support will depend on the individual circumstances and the level of need. Staff will support all children who are being bullied. As the pupils we support can lack the social or communication skills to report such incidents, staff will remain alert to the potential bullying our pupils could face.

First Bridge School will apply disciplinary measures to any pupil who is investigated and found to be bullying, to clearly demonstrate that this behaviour is not appropriate. Disciplinary measures must be applied fairly, consistently and consider the SEND of the pupil. It is also important to consider the motivation behind any bullying behaviour that is identified and whether it reveals any concerns for the safety of the perpetrator.

It may be the case in exceptional circumstances that the pupil's bullying behaviour continues even though a variety of strategies have been employed. In such cases the school may request the pupil's Local Authority or Parent to consider a change of provision, or it may be necessary to consider sanctions up to and including permanent exclusion

7. Version History

This is version three of First Bridge Education Anti-Bullying Policy. This policy will be reviewed annually by the Clinical Lead.

8. Links to Legislation and Guidance



Document	Location
Equality Act 2010 (Amendment) Regulations 2023	https://www.legislation.gov.uk/ukpga/2006/40/contents
The Education Act 2002 · The Education (Independent School Standards) Regulations 2014	https://www.legislation.gov.uk/uksi/2014/3283
The Independent School Standards (England)(Amendment) Regulations 2012	https://www.legislation.gov.uk/uksi/2012/2962/made
The Children Act 1989	https://www.legislation.gov.uk/ukpga/1989/41/contents
Protection from Harassment Act 1997	https://www.legislation.gov.uk/ukpga/1997/40/contents
The Malicious Communications Act 1988	https://www.legislation.gov.uk/ukpga/1988/27/section/1
Communications Act 2003	https://www.legislation.gov.uk/ukpga/2003/21/contents
Public Order Act 1986	https://www.legislation.gov.uk/ukpga/1986/64
The Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents

9. Related Policies

Behaviour and Exclusion Policy
Curriculum Policy
Safeguarding Policy
Equal and Equitable Opportunities Policy