

Accessible Education Provision for Neurodivergent Children  
through graduated interventions and academic support.



*An organisation that aims to improve every child's life  
by being closer to nature,  
providing equality in learning  
and promoting well-being*

# ANTI-BULLYING POLICY FOR RAW LEARNING

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## **1. Introduction**

At Raw Learning, we are aware that pupils may be bullied in any school or setting. It is a priority for all our facilitators to prevent, raise awareness and consistently respond to any cases of bullying and to ensure the safety and well-being of our pupils.

## **2. Our Ethos**

The belief underpinning our ethos to provide specialist therapeutic and well-being education is that:

- Every pupil is a unique individual who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships with peers and adults;
- Pupils learn and develop well in enabling environments where their experiences respond to their individual needs and where there is a strong partnership between facilitators and parents/carers;
- Pupils develop and learn in different ways and at different rates, including pupils with specific learning differences.

## **3. Aims and Objectives**

This policy is based on DfE guidance in "Keeping Children Safe in Education" (September 2022) and "Preventing and Tackling Bullying" (July 2017) and is in line with the Equality Act 2010. Raw Learning aims to:

- 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.

Raw Learning is committed to safeguarding and promoting the welfare of pupils and young people and we expect all facilitators and volunteers to share this commitment. Bullying is wrong and, especially if left unaddressed, damages individual children, negatively impacts their well-being and creates a barrier to learning.

Therefore, we do all we can to prevent it by developing an ethos in which bullying is regarded as unacceptable and won't be tolerated in any form.

At Raw Learning we aim to produce a safe and secure environment where all children can relax, work and play without fear of prejudice and thus fulfil their potential. This policy aims to produce a consistent response to any bullying incidents that may occur and should be read and followed alongside our Safeguarding Children Policy and our Behaviour Policy.

We aim to make all those connected with Raw Learning aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our provision.

## **4. Definition of Bullying**

Bullying is any action taken by one or more children, or adults, with the deliberate intention of hurting another child, either physically or emotionally. It takes place over a period of time and is not a one-off event. It is distinct from disagreements between two children, whether or not both children have been equally at fault. Bullying behaviour can include, but is not limited to:

- Bullying related to race, religion, nationality or culture
- Bullying related SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology

## **5. Types of Bullying**

### Racist Bullying:

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### Homophobic Bullying:

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

### Vulnerable Groups:

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transgender

## Cyber-bullying:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying can include:

- Sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps;
- Sending offensive or degrading photos or videos.

## Peer on peer abuse:

Children can abuse other children, and this can take many forms, including (but not limited to):

- Bullying, including cyber bullying;
- Sexual violence and sexual harassment;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexting and initiating/hazing type violence and rituals.

Bullying behaviour can also include:

- Name calling, taunting, mocking, making offensive comments;
- Taking belongings;
- Producing offensive graffiti;
- Gossiping;
- Excluding people from groups and spreading hurtful and untruthful rumours.

## **6. Signs of Bullying**

Facilitators should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **7. Responsibilities**

It is the responsibility of the Director of Raw Learning to communicate this policy to the pupils in our community, and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

It is the responsibility of **all** facilitators to be aware of, support and implement this policy.

It is the responsibility of parents/carers to support their children and work in partnership with Raw Learning.

It is the responsibility of **all** pupils to abide by the policy.

## **8. Responding to Bullying**

Preventing and raising awareness of bullying is an essential to keeping incidents in our provision to a minimum. We do this by giving pupils regular opportunities to discuss what bullying is and teaching them to tell an adult in the provision if they are concerned that someone is being bullied.

We take all forms of bullying seriously and we will take the following steps when dealing with an incident of bullying that is witnessed by, or reported to, a facilitator:

- If bullying is suspected or reported, the incident will be dealt with immediately by the facilitator who has been approached or witnessed the concern.
- We will provide appropriate support for the person being bullied, making sure that they are not at risk of immediate harm (when it would become a safeguarding concern) and that they are involved in any decision-making as appropriate.
- We will interview all parties involved in the incident.
- Where there are safeguarding concerns, the Designated Safeguarding Lead will be informed of all bullying issues.
- We will inform other facilitators, and parents/carers, where appropriate.
- Sanctions (as identified within the provision's Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- We will consult or involve other agencies, if necessary, 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 takes place off site or outside of normal school hours (including cyberbullying), we will ensure that the concern is fully investigated. We will take appropriate action, including providing support and implementing sanctions in accordance with the provision's Behaviour Policy.
- A clear and precise account of the incident will be recorded by the provision in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### Cyber-bullying:

When responding to cyberbullying concerns, the provision 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 the use of the provision 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:
  - Support 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 also the provision behaviour and discipline policy. (**Note:** Raw Learning will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the provision's powers are used proportionately and lawfully)
  - Requesting the deletion of locally held content and content posted online if they contravene the provision's behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the provision will take steps to change the attitude and behaviour of the bully, 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 facilitators and pupils 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.

### Sexual violence or sexual harassment:

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the provision.**

### Discrimination:

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the provision's environment.

All facilitators are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Any discriminatory incidents are dealt with by the facilitator present, escalating to the Director where necessary.

#### *What is a discriminatory incident?*

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

#### *Types of discriminatory incident:*

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race gender, disability or sexual orientation.

## **9. Supporting Pupils**

We will support pupils who have been bullied by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a facilitator.

- Advising them to keep a record of the bullying as evidence and discussing how to respond to concerns and help build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support which may include working and speaking with facilitators, offering formal counselling, engaging with parents and carers.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance where necessary; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

We will help pupils who have perpetrated the bullying by:

- Discussing what happened, stabilising the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with our Behaviour Policy.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance where necessary; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **10. Education and Training**

Raw Learning will:

- Train all facilitators and volunteers to identify all forms of bullying and take appropriate action, following the provision's policy and procedures. This will include recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying though out the curriculum and other activities.
- Provide opportunities for pupils to develop their social and emotional skills, including building their resilience and self-esteem. This will include every pupil completing a 6-week self-esteem course using the S.T.I.L.L. method.
- Ensure that all pupils know how to express worries and anxieties about bullying and they know who to go to for support.

## **11. Involvement and Liaison with Parents and Carers**

Raw Learning will:

- Involve parents and carers in developing policies and procedures, to ensure that they are aware that the provision does not tolerate any form of bullying.
- Make sure that key information about bullying is available to parents/carers in a variety of formats (including policies and named points of contact).
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

## **Appendix Useful links**

### **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-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **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-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan March 2023: [https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

### **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

- Barnardos 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/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school facilitators and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

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Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director