

## Theale Green School – Anti-Bullying Improvement and Development Plan



### **The Theale Green Anti-Bullying Vision:**

We want all children, young people, staff and visitors to demonstrate prosocial behaviour to enable everyone to feel safe and secure, allowing all of our community to reach their true potential and participate fully within school and the wider community.

**The Theale Green Anti-Bullying plan** is based on: Working Together to Safeguard Children 2018 and Keeping Children in Education (yearly update) alongside other relevant guidance as outlined in our Anti-Bullying policy statement.

### **Delivering the Theale Green Anti-Bullying plan:**

The Senior Designated Safeguarding Lead, Peer Mentor Lead and Student Leadership Team Member with responsibility for anti-bullying will be responsible for implementing the plan. The student Anti-Bullying Advocate Group, provides strategic challenge to the TGS Leadership Team regarding areas for celebration and development and helps to monitor progress and outcomes of plans and strategies relevant to Anti-Bullying processes.

## **Theale Green Anti-Bullying principles:**

The Theale Green Anti-Bullying vision and delivery of key priorities will be underpinned by the following principles: *all children, young people, staff and visitors will feel safe and secure, enabling them to fulfil their true potential and participate in a prosocial manner within school and wider society.*

**Collective responsibility** – Eliminating bullying from our school is everyone's business

**Early Support and Intervention** – Early help and support through the anti-bullying procedures graduated response

**Inclusion** – The children and young people at Theale Green will be integral to creating and monitoring anti-bullying procedures.

**Trained Staff** – The staff at Theale Green will be confident and competent to identify and meet the needs of children and young people who are affected by or perpetrators of bullying.

**Personalisation** – A personalised approach will be adapted, where appropriate

**Partnership** – Integration and co-ordination of approaches within school and with external agencies.

**Anti-Bullying Advocates** - Fostering opportunities for individuals to maximise their potential to be the very best they can be, focusing on the 'how to make it happen' dialogue, and bringing a solution-centred approach to the discussion, by listening, acknowledging, valuing and acting.

The Offer

- To engage with children, young people and their families, staff and visitors to promote prosocial behaviour, early identification of bullying and support that meets the students' needs in a timely manner.

The journey

- To ensure that every child, young person or staff member who has been affected by or is a perpetrator of bullying is supported and educated via access to high quality provision.
- To promote independence for all young people through a person centred approach.

The provision

- To improve the quality and timeliness of multi-agency collaboration and support for those who require specialist levels of support.

Transition

- To develop smooth progression to adulthood for all young people.



The Offer

- ***Objective 1 - To engage with children, young people and their families, staff and visitors to promote early identification and support that meets the students' needs.***

- Early intervention and support will be based on evidence and therapeutic based approaches.

- Increase strategic co-production of Anti-Bullying procedures with children, young people and families, staff and visitors.

- Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.



The Offer

- **Objective 2 – To increase the collaboration between students and staff to eliminate bullying from TGS.**

- Creation of Anti-Bullying Ambassador Team for each year group.

- Training of Anti-Bullying Ambassador Team to enable increased peer to peer support and collaboration with staff

- Student leadership Team to be trained to engage students, deliver, monitor and review Anti-Bullying Procedures



The  
journey

- ***Objective 3 - To promote independence for all young people through a person centred approach.***

- Personalised individual intervention and strategies to support students are clearly noted on student's working documents within Class Charts.

- Feedback from parents/young people demonstrates satisfaction with the collaboration process, the support provided and the progress made.

- Outcomes for students identified will demonstrate that they are developing independent skills to manage social situations.



The provision

- ***Objective 4 - To improve the quality of plans for those who require specialist levels of support.***

- Internal student action plans will be co-produced with children, young people and families, with use of termly SMART targets and available on Class Charts

- External student referrals will be co-produced with children, young people and families, with evidence of ongoing collaboration/feedback between school and agency and available on Class Charts

- Student and parental feedback demonstrates satisfaction with support.



Transition

- ***Objective 5- To develop smooth progression to adulthood for all young people by promoting prosocial behaviours.***

- All students will have access to support and education regarding school and wider community prosocial behaviours via PSHE, assemblies

- Identified students will have access to individualised support and education regarding school and wider community prosocial behaviours via personalised Pastoral Manager or Small garden Intervention

- Identified students will have access to individualised support and education regarding school and wider community prosocial behaviours via referral to external agencies

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