

Procedure for	Anti-Bullying		
Associated Priory policy	Countering Bullying	Number	ECS03
Associated Regulation/Standards		Number	NA
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We will have success in the countering bullying if:

- *Everyone understands and applies Priory policy and procedure consistently*
- *Everyone adheres to the policy.*

All staff must read and execute policy ECS03. This procedure combines with staff knowledge acquired in other areas of training, eg Autism Training 1 and 2 and safeguarding. All staff should feel empowered and confident to tackle all forms of bullying from all pupils.

Countering bullying is a joint partnership



Countering bullying starts at the point when Children/Young People and Parents visit NHH, whereby they will be introduced to this procedure.

Parent Partnership

Parents play a key role in the process:

- New Parents are given a copy of the Anti-bullying Procedure.
- Parents are informed of the need for interventions, their involvement and role in the process should the need for it arise.
- Children and young people are made aware of parent support and input.
- Parents are supported with information and advice to educate, support to counter bullying, looking for patterns and signs to help parents to identify and tackle these issues at home, such as cyber bullying.

Advice for Parents if they suspect their child is being bullied.

In the first instance Parents should contact the Academic or Pastoral tutor for their Son/Daughter. At this point we will note the concerns raised and look into the situation, reporting back to parents. The tutors will maintain communication with the school anti-bullying officer for advice and support.

If Parents feel that the issue is not resolved, the school anti bullying officer should be the next contact, through the school main phone or e-mail address.

Staff Training and Resources

North Hill House counters bullying in several ways including, staff training, child/young person supervisions, education and observation, individual interventions, data analysis, information and partnership working with outside agency.

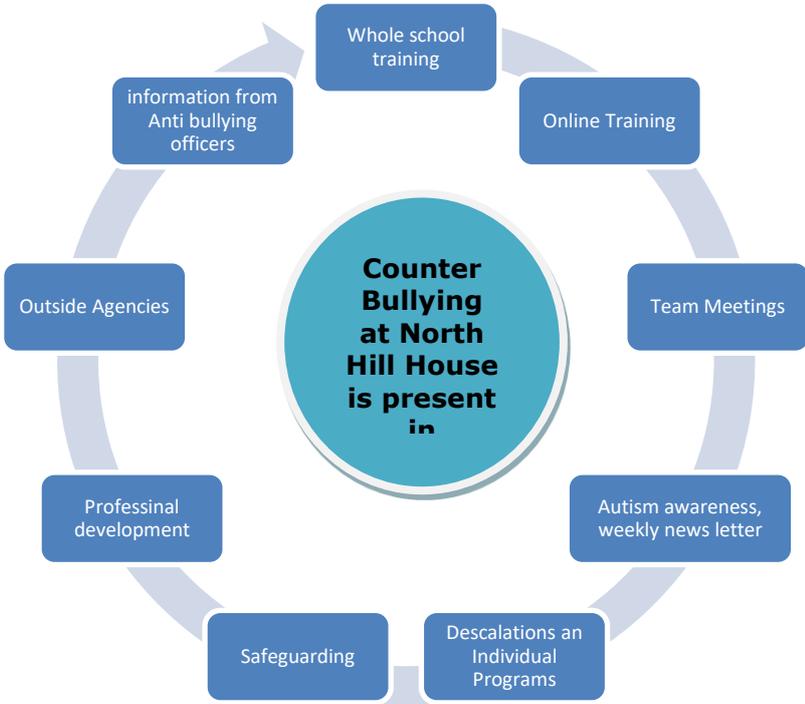


Figure 1- Bullying Awareness and Resources

What to do when you see a case of bullying

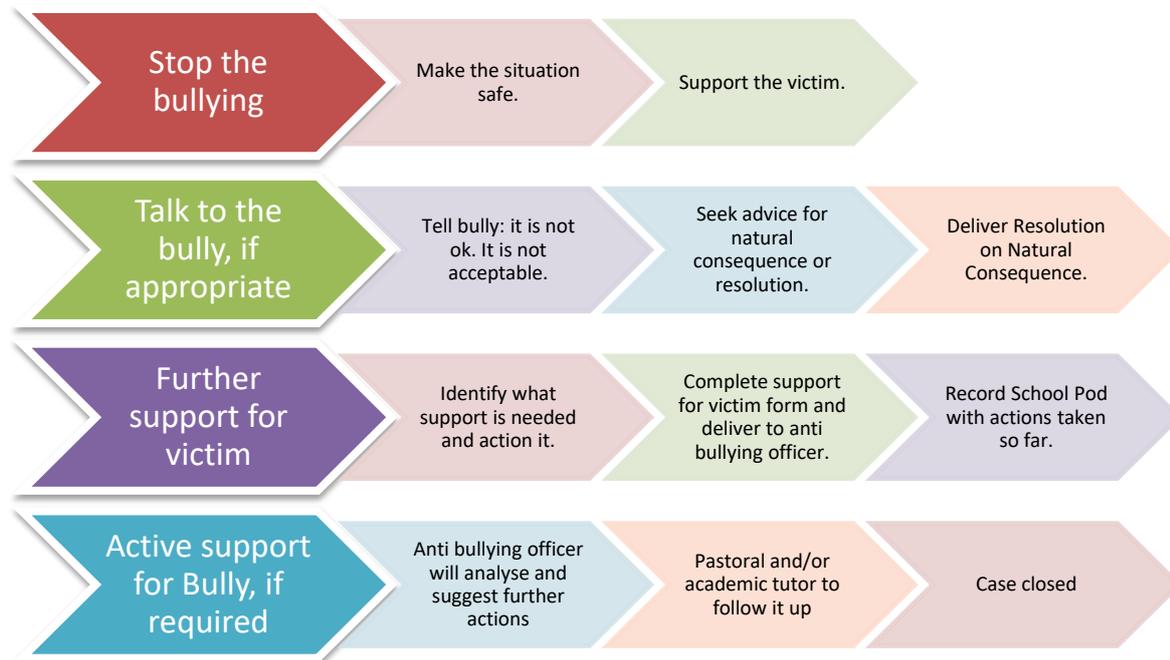


Figure 2 – What to do.

Remember, a natural consequences **requires a separate slip**

Prevention

Staff response to bullying should not only start at the point at which a child has been bullied. At North Hill House we have developed a more sophisticated approach in which school staff proactively gather information about issues between children and young people which might indicate conflict or the generation of bullying. Additionally, staff also develop a greater understanding of individual children and young people and their difficulties with social interaction by accessing information that is relevant to particular conditions, such as Autism and Attachment issues, further working with the children and young people to develop strategies to prevent bullying occurring in the first place.

This involves talking to children and young people about issues of difference in lessons, through dedicated events or projects, through assemblies, pastoral and tutorial sessions. Staff themselves will be able to determine what will work best for each child or young person, depending on particular issues that need to be addressed.

In order to monitor this, at NHH we record all potential incidents between children and young people which may lead to bullying. These are noted and provide us with tracking and analysis of the data that determines whether potential bullying is likely to become an actual case in accordance with DfE guidelines.

Intervention

It is the responsibility of all staff to counter bullying. All staff are trained and supported to tackle bullying.

This flow chart starts with intervention and outlines the basic principles.

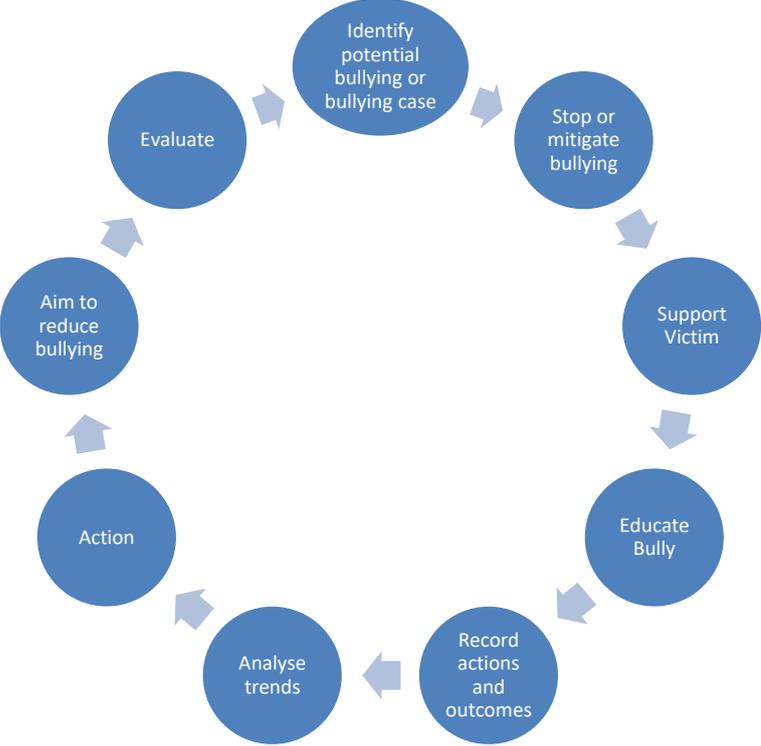
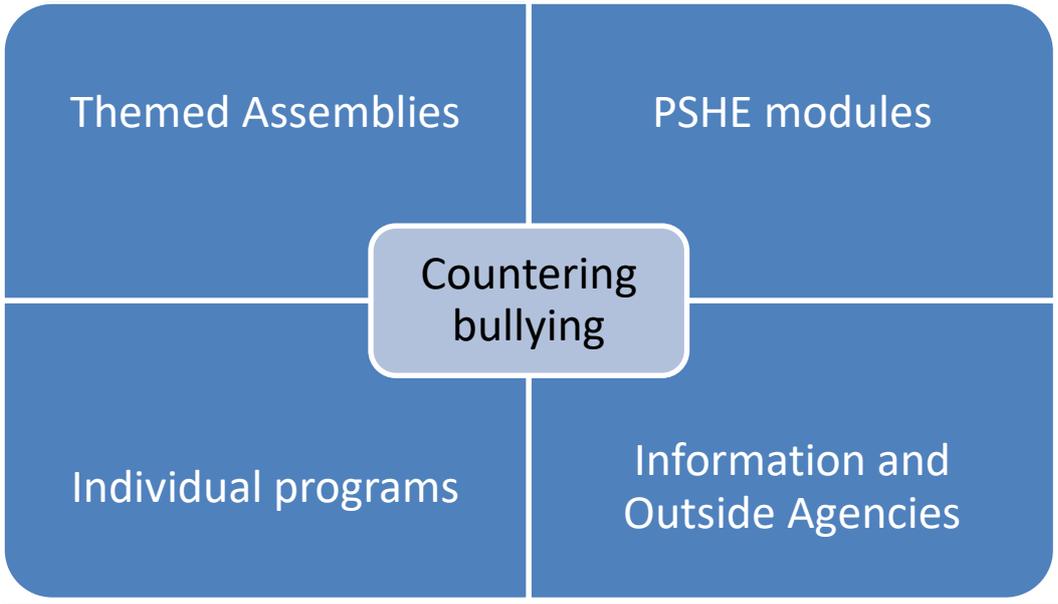


Figure 3 - Tackling Bullying at North Hill House

Data Analysis

Information following incidents is recorded and the anti-bullying officer will review the data collected on a monthly basis and advise staff of any general trends and patterns that staff should be aware of, guiding staff to appropriate actions based on the anti-bullying flow chart. Staff maintain regular contact with the anti-bullying officer for guidance, advice and support for all cases.

Pupil Education



Disciplinary measures must be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that children and young people may have...'

Preventing and tackling bullying October 2014

Consequences will not always be time off break and lunches. Conversations, worksheets and, for more persistent offenders, bespoke programs can all be used and should be thought through and applied for individual needs.

Anti-Bullying Rules



If you choose to:

- **Call** other children and young people or staff members names
- **Be rude** to other children and young people or staff
- **Tease** other children and young people or staff
- **Send rude or abusive messages** via mobile phone or social media

- **Put down or humiliate** other children and young people or members of staff
- **Be threatening or intimidating** towards other children and young people or members of staff
- **Push and pull** about other children and young people or members of staff
- **Use text messaging** and social media **to threaten or intimidate**

- **Hit, kick or physically hurt** another child or young person or a member of staff
- Make **racial comments** towards other children and young people or members of staff

The consequences are:

Negative actions will be addressed by staff at the time.

When reported in retrospect or cases outside school, the Academic or Pastoral tutor will address these.

It will then be recorded by staff and reviewed by the anti-bullying officer. Recommend actions will follow.

They could include one or more of the following

Meetings with one or more

- Addressing sessions with Pastoral/academic tutor
- Bullying officers
- Head Teacher
- Head of Care
- Parents
- Local Authority/ Social worker.
- Principal

A letter will follow after all meetings, which you and your parents will be copied into, including action points and support agreed with you during the meeting.

In extreme, persistent or serious cases we may involve outside agencies such as the Police. Children and young people may find their school **placement at risk**