

Procedure for	COUNTERING / ANTI-BULLYING PROCEDURE		
Associated Priory policy	Countering/ Anti Bullying	Number	LP 12
School	Queenswood school	Responsible	Michelle Reid
Reviewed date	Summer Term 2015	Next Review date	Autumn 2015

## 1.0 Introduction

Queenswood School believes that all children have a right to feel safe and happy while they are at school. It is the responsibility of the school, working in collaboration with pupil's families/carers to ensure that this is the case.

All staff, as part of their induction and ongoing training and professional development, will receive  
Training in recognising and managing bullying.

In writing this policy Queenswood school has taken regard of the Department for Education and Skills document: *Bullying – don't suffer in silence* (DfES, September 2002) and Safe to learn Antibullying work in school DCSF 2007 . In this document there are many definitions of bullying.

The Government guidelines suggest that most consider bullying to be:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult for victims to defend themselves against

The document goes on to say that 'bullying can take many forms' but three main types are identified:

- Physical – hitting, kicking, taking belongings
- Verbal - name calling, insulting, making offensive remarks, including racist, sexist and homophobic comments
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

The level of pupil's cognitive development; their learning difficulties; the very specific nature of their difficulties in perceiving someone else's viewpoint or experience, and additional difficulties they have in the recognition and management of their emotions requires us to take a slightly different stance to the behaviours associated with bullying. Some behaviour that pupils exhibit may be intentional, however, there are times when the pupil is unaware that their behaviour has the same impact as deliberate bullying although this was not their intention. It is important that this distinction is recognised and staff do not address incidents through a disciplinary route, rather than an educative

one.

This policy should be read in conjunction with the following Queenswood School policies:

- Behaviour Management
- Comments and Complaints Procedure for pupils

## **2.0 Aims**

Parents may be concerned about their child being bullied at school. It is clearly detailed in this policy how the school intends to prevent bullying from occurring, during the day in the classroom or play areas,.

- Staff, in order to ensure the safety and happiness of the pupils, must have due regard for these procedures at all times.
- Staff must ensure that their practice constantly reflects the specialist training at induction and the ongoing formal and informal training, which occurs throughout their employment with the school.

## **3.0 Procedures and Practice**

The following procedures are a framework for the school's approach towards bullying.

- The school will create an ethos that does not tolerate the oppression of one person by another.
- The whole-school policy provides short and long-term strategies, which permeate and are supported by the school organisation and curriculum.
- Advice and guidance is provided for all pupils, parents and school staff. Particular help will be offered to everyone involved in a situation of bullying including the pupil's parents.

All staff involved in the care and education of pupils are constantly watchful observing social relationships between pupils, in class, in social situations, in the dining room. If a situation occurs staff are able to offer the pupil immediate support. They are also able to instantly indicate to the bully, the unacceptable nature of their behaviour, and the consequences of any repetition.

Any incident observed triggers the school procedure for bullying.

In any instances of bullying at Queenswood School, Education staffs have a Zero Tolerance Policy.

All instances of Bullying are written up in the Bullying log.

At Queenswood we issue Bullying strikes, once a Student has received three strikes, the school staff meet and discuss the potential consequence for that student, the most likely sanction is that the student is given an alternative day of education to reflect on their behaviour. Sanctions are differentiated for each individual student.

Once a Student receives a bullying strike, the student is informed straight away and a letter is sent home to the student's parents/carers/residential unit to inform them of the incident.

If Students are persistently involved in incidents of Bullying then the matter will be referred to the Principal/ Head of Care.

### **3.1 Organisational and Administrative Strategies**

Despite staff efforts to ensure that bullying is infrequent in the school, it must be assumed that it could take place.

The following measures are in place to prevent and reduce its possible occurrence.

- A procedure is laid down which is followed should bullying occur.
- This procedure has been made explicit to all staff, and to pupils if appropriate. Each case will be followed up to ensure that the target is given as much support as possible and to prevent a reoccurrence of the behaviour.
- Parents of both the target and the bully are informed of the action being taken and why by the Principal.

### **3.2 Staff Reporting Procedure**

**3.2.1** Report any incident of bullying at once to your line manager who will then immediately inform the Teacher in Charge / Head of Pastoral. If this is not possible, report the incident to the Child Protection Officer who will then report this to the Principal

**3.2.2** Deal with the problem in action immediately. Speed is essential in dealing with these situations.

**3.2.3** If appropriate for the specific pupils involved, the following steps are actioned. These provide a record of all incidents of bullying. This formal recording of incidents conveys to all concerned how seriously the school regards bullying behaviour.

**3.2.4** The pupils involved are encouraged to talk through the incident separately with their teacher, Pastoral team or key tutor (at a level appropriate to their ability, taking into account their preferred means of communication).

**3.2.5** The teacher and/or a senior staff member should record their discussions with both the target and the bully. Following these discussions, the Principal should be involved as appropriate.

**3.2.6** The Teacher in Charge / Head of Pastoral /Principal will interview all pupils concerned and give warnings to each pupil as appropriate. This is reinforced by the Teacher in Charge /Head of Pastoral sending letters to the pupils' parents telling them what has happened, but not identifying the target.

**3.2.7** The bullied pupil is given the opportunity to make a written / verbal complaint about the incident .

### **4.0 Advice for Teaching and Care Staff**

The following points are an important part of a whole-school policy, which involves all pupils and staff in its anti-bullying campaign.

1. Watch for early signs of distress in pupils, deterioration of work, spurious illness, isolation, the desire to remain with adults, reluctance to attend school or activities. Whilst this behaviour may be symptomatic of other problems, it may be early signs of bullying.
2. Observe social relationships in class, playground, dining room, house and other

situations.

3. Listen carefully and record all incidents, which you think are symptomatic of negative relationships.
4. When someone is being bullied or is in distress, take action. Watching and doing nothing can imply support for the bullying.
5. Do not tolerate bullies in the same social group. Use the group dynamic to provide role models and to encourage appropriate social relationships and behaviour.
6. Give positive attention to those who do not bully others. Bullies are more likely to stop if they do not receive any attention or perceived 'reward' for their actions.
7. Use positive strategies for rewarding non-violent and socially appropriate behaviours.
8. Pupils should be given the opportunity to talk about bullying. This is an important element of the key worker/child relationship. Opportunities to talk about bullying can form part of the 'circle time' activities.
9. Care must be taken to provide good supervision in all situations, in class, in the playground, in the residence and in all social situations where bullying could occur.
10. It is emphasised to all staff that responsibility for the prevention of bullying rests with everyone.
11. A 'bound' book is kept by the Head of Pastoral, which records not only a bullying incident, but the follow up and how the teacher/teaching assistant/key Tutor dealt with it.
12. Use pupils as a positive resource in countering bullying. If appropriate, peer counselling groups may be used to resolve problems. Pupils can also be used to help shy pupils or newcomers feel welcome and accepted.
13. Sexual and racial harassment or issues relating to disability may also need to be discussed and dealt with and can form part of the 'circle time' discussion topics.
14. Reinforce to pupils that one must not bully the bully as this gives credibility to the behaviour.
15. Ensure that all pupils have an assigned person to whom they may talk in confidence; this may be their teacher or key worker.
16. Action against bullying must be immediate and visible, pupils need to know that something will be done, and that the matter will be handled discreetly and with sensitivity.
17. The school will involve all non-education staff in discussion about and the implementation of the anti-bullying programme.
18. Senior staff must be aware of their responsibilities and their accountability where bullying is concerned.

## **5.0 Advice for Senior Staff**

Examine the school's physical environment and general organisation. While ensuring the right to independence and dignity of the pupils make sure that the playground, corridors, toilets and other hidden corners are appropriately monitored by staff and ensure appropriate supervision of pupil's throughout the school and residential day.

## **6.0 The Curriculum**

**6.1**The curriculum approach at Queenswood promotes an ethos of respect for each other; it actively fosters empathy between pupils and promotes the forging of positive relationships.

**6-2**Class teachers and The Pastoral team will create a caring and co-operative ethos through personal, social and citizenship education and by using cross-curricular themes. Social behaviour is taught by drawing on incidents as they occur in the daily life of the class; social skills are 'taught' in a conscious and systematic way.

## **7.0 Advice to Parents/Carers**

**7-1** Watch for signs of distress in your child. These could range from slight differences in behaviour to signs of distress that are more clearly evident.

**7.2** Remember that if you see, what you consider to be differences in your child's behaviour, they may be a sign of bullying, but they may also relate to some other situation, which is upsetting or worrying your child.

**7.3** Some of the signs you should look for

1. An unwillingness to attend or return to school,
2. A pattern of headaches or stomach aches,
3. Toys that have gone missing,
4. Requests for pocket money,
5. Damaged clothing or bruising.

As part of our approach at Queenswood School we encourage parents to take an active interest in their child's social life at school, including discussing their friendships and the activities they take part in.

Please telephone the school immediately if you feel your child is unhappy. We can then consider whether there is a possibility of bullying or whether there is some other cause.

If you think your child is being bullied inform the school immediately and ask for an interview with the Principal.

In the unlikely event that the bullying persists, keep a written record: it will be painful but it will provide supporting information to help us determine the circumstances regarding who, what, where and when.

Do not encourage your child to hit back. It will only make matters worse, and is not socially appropriate behaviour. More positively, support your child in developing friendships. A child who has friends is less likely to be bullied.

Social interaction can be difficult for children with SEBD but discussing friendships with them will reinforce how important tolerance and positive relationships are.

With your child key worker devise strategies that will help your child and provide her/him with support inside and outside school.

If you still have concerns, we invite you to discuss this with the Principal, and if this does not resolve the situation you can inform the Regional Manager.

The school and the residential provision actively encourage and support the Anti-Bullying Policy. We use a proactive approach to any bullying incidents that may take place and make it clear that bullying is not accepted and will not be tolerated in any way.

## **8.0 Evaluation**

Evaluation of this policy will be conducted on an annual basis.

In order to determine the schools effectiveness in dealing with any incidents of bullying staff will draw on

- A random sample of views from parents, pupils, and staff
- Will examine the bullying records held within the school.

The outcomes of this evaluation will generate recommendations for further development or improvements in procedure and interventions.