

Local Anti-Bullying Procedures The Priory Woodbourne School

Cross reference CAMHS Policy ES(CAMHS)103 Behaviour and Discipline

Our Definition of Bullying

Bullying is any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/MSN/technology to spread unpleasant rumours (cyber bullying)

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school.

We are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe. Nobody has the right to make anyone unhappy.

The Education and Inspections Act 2006 section 89:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 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;
- and foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding Children and Young People

The Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the Children Protection Policy and Procedures through the Hospital Child Protection Procedure.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

All incidents relating to child protection will be reported through the Hospital Child Protection Safeguarding Procedures- reported incidents will be logged in an education safeguarding log.

Aims and Objectives

- To ensure that all students, parents and staff are aware of the definition of bullying and the distressing effect it has on its victim
- To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
- To establish a climate in which students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.
- To create a school community where bullying is recognised as unacceptable and where all students can feel valued, secure and happy.

Our stated commitment is that when a young person speaks out about bullying:

- They will be listened to.
- Their concerns will be taken seriously.
- The matters will be investigated.
- Together we will find a way to tackle it.
- Someone will be there to help and support the young person.

Anti-bullying Procedures

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to trained personnel and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be firstly be referred to the lead teacher on each unit who will then discuss the situation with the Nursing Team.

. The nurses have the training, experience and the capacity to respond swiftly and effectively to incidents as they occur.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant lead teacher as soon as possible with details of the incident.
- Record the incident details in the blue manuscript book in the Head of Education's office.

Lead teacher/Nurses will investigate all reported incidents of bullying using the following procedure:

- Appropriate young people will be interviewed by the relevant nurse and statements taken.
- If the investigation confirms a bullying incident has taken place the nurse will complete a 'Reported Bullying Incident' form outlining details of the event, evidence and clearly outlining the response. The response will include support for the victim, details of contact with parents and support and sanctions for the perpetrator.
- The incident will be recorded on the electronic recording system in the young person's confidential notes.
- The 'Reported Bullying Incident' form will be stored centrally, both as a paper copy copy is also stored in the victim's file, along with the witness statements and referenced in the perpetrator's file. The incident will be recorded in an education bullying log book.
- The victim and perpetrator will be monitored by the education and nursing team and a follow up meeting will take place.

Appropriate staff (including external agencies) will be kept informed of the individual student needs and support mechanisms.

Students have been encouraged to self-refer to either their key nurse or teacher.

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The strategy is regularly reviewed by the education and nursing team.

The Role of the Wider Multi-Agency Team

Nurses have the relevant training and experience to deal with the majority of bullying issues. However, there may be some students who require additional support from our wider multi-agency team or some situations that are not able to be resolved swiftly and require the intervention of a senior member of staff.

Parental Support

The Priory Woodbourne School anti-bullying strategy will be communicated to parents. Methods for this will include:

- Information about the programme and how to access anti-bullying services in the information sheet with the school brochure.

Sanctions

Bullying in any form will not be tolerated at The Priory Woodbourne School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- Restricting access to the school site or classrooms
- Transfer of teaching group
- In serious cases the school will consider a fixed term exclusion but as yet this has never happened.
- Any other sanction deemed appropriate to the individual case.

Impact Assessment

Information regarding bullying incidents are recorded and stored centrally for the School to monitor together with the nursing team. Strategies adopted and the outcomes (including long term success) are also recorded allowing the effectiveness of the strategies to be considered.

Whole School training opportunities may be required in response to emerging patterns of incidents, e.g. an increase in cyber bullying. This will co-ordinated as a nursing/education training opportunity.

This policy and procedure will be evaluated and reviewed annually.

Questions about the contents of this document should be directed to Jackie Wetters Head of Education.

Appendix 1

Appendix 1

REPORTED BULLYING INCIDENT

STUDENT		FORM	DATE	
VICTIM		FORM		
REPORTED BY Name: <i>please tick</i>		Staff	Student	Parent/Carer
DETAILS OF EVENT <i>please tick</i>		Physical	Verbal	E-safety
EVIDENCE GATHERED <i>please tick</i>		Statements (central file)	Staff Obs	E-portal
RESPONSE	Sanction <i>please tick</i>	Seclusion	Exclusion	Other
	Details:			
	Support <i>please tick</i>	Chill & Chat	Buddying	Referral
	Details:			
SUITABLE FOR RESTORATIVE PRACTICE <i>please tick</i> If yes, date group met			Yes	No
ANY OTHER ACTION OR INFORMATION <i>please tick</i>		Staff	Student	Parent/Carer

Appendix 2

Restorative Interventions – Practice Guide

Commitment

Provide a teachable moment for those involved where:

- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

Process

1. First ask the wrongdoer what happened, and to then identify who has been affected and how
2. Next ask the harmed person what happened, to express their feelings and needs
3. Finally ensure everyone understands the outcome and individual responsibilities

Avoid

- Asking 'Why?'
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patience
- Leading interventions when you have been affected.

Find out

- What happened?
- What were you thinking about when this happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

Acknowledge

Who has been affected by what happened?

How do you think has been affected?

How do you feel about what happened?

What has been difficult about this for you?

Responsibility

What do you need to happen to make things right?

What do you need to happen next?

What do you need to do to make things right?

What do you think needs to happen next?

Further Sources of Information

DfE Preventing and Tackling Bullying. Advice for School Leaders, Staff and Governing Bodies

DfE Behaviour and Discipline in Schools Guidance

[http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/adviceforheadteacher](http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/adviceforheadteachers-)

[s-](http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/adviceforheadteachers-)
[and-school-staff-on-behaviour-and-discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/adviceforheadteachers-)

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006

Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat bullying have developed the Cyber mentors peer support programme for young people affected by cyber bullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.