Contents

1. Introduction

Responsibilities

1.1. Our Head of Service is the Principal who has overall responsibility for ensuring all aspects of this procedure are followed.

1.2. Sarah Stacey Principal is responsible for the implementation of this policy and procedure and for ensuring that all staff have read the policy, procedure and all supporting documents and know and understand how to complete any paperwork, forms and use guidance/tools.

Review

1.3. This document will be reviewed in line with the overarching policy at least once every year.

The localised content of this procedure was last reviewed by Sarah Stacey on September 2023

Scope

1.4. Potterspury Lodge School is a school for children and young people between the ages of 8 and 18 who have a diagnosis of ASD and related behaviours

1.5. These procedures is in relation to the policy for preventing and managing bullying incidents – 'Anti-Bullying'.

1.6. It affects all staff in relation to all activities both on and off-site.

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SAFEGUARDING – Anti-bullying
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Approved by: Susan Harvey/Vanessa Cleere
Previously: OFSCH/CFE 07.01

2. Principles

2.1. Bullying badly affects its victims and can seriously disrupt their lives.

2.2. All young people have an absolute right to be cared for and educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

2.3. All young people have a responsibility to modify their behaviour so they do not infringe the right of others to be safe and secure.

2.4. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form, including name-calling. Differences of race, religion, gender, sexual orientation and ability are absolutely repudiated as reasons for bullying.

2.5. Bullying behaviour is a problem for both the bully and the victim and should be addressed in pro-active and constructive ways, which provide opportunities for change, growth and development for the bully and victim alike.

2.6. It is wrong to deal with bullies in an oppressive (bullying) way as this merely reinforces the belief that "might is right".

2.7. The effective management of bullying is an adult responsibility. Best outcomes are achieved if carers, parents, education staff and placing social workers all work together to develop strategies to keep victims safe and deter bullying behaviour.

2.8. Information about policies and procedures in relation to bullying should be readily available in 'user friendly' form to young people and their parents / carers.

Signs of Bullying and Staff Awareness

2.9. The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

- Unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary) psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- missing property;
- being afraid to use the internet or mobile phone, Is nervous and jumpy when a cyber-message is received;
- asking for extra pocket money or starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away and
- verbal taunting and pupils sitting on their own or being left out of activity groups during lessons or play activities and gives improbable excuses for any of the above. Changes in "normal" behaviour – moodiness / clingy / emotional outbursts

2.10. Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

Pro-Active Prevention and Management of Bullying

2.11. The subject of bullying should be an open one and there should be regular discussion held around the topic so young people are aware that staff understand the nature of the problem. As such:

2.12. Bullying should be discussed at both young people's meetings and staff meetings (residential)

2.13. Discussions about bullying should be held informally over dinner, watching TV, during activities etc.

2.14. Placement plan sessions and risk management plans should take place / be completed with those where there are concerns around bullying behaviour or being bullied

2.15. Young People should be told that bullying behaviour will not be tolerated and will be managed in a timely manner

2.16. Although it will be necessary to involve the police in some serious cases, it may be valuable to involve the police/PCSOs in other aspects of your anti-bullying work e.g. explaining to young people how bullying behaviour may constitute crime.

2.17. There should be posters up on the wall in the home (residential) detailing the steps that are taken by the home when an incident of bullying is either witnessed or disclosed, which may include:

2.18. Opportunity to complain offered

2.19. Meeting with the alleged victim to ascertain details of the behaviours

2.20. Meeting with the alleged perpetrator of the bullying behaviour to raise concerns and discuss the homes zero-tolerance stance on bullying

2.21. Increased supervision, where feasible, around the alleged bully and victim

2.22. Involvement of Homes, Key-workers, Social Workers, Education staff, Parents (if applicable) and any significant others

2.23. Potential consequences for the bully (separation plans, not earning rewards through the behaviour management system etc.)

2.24. Staff / carers should generally be observant around the home and report / record any concerns no matter how small they may seem.

2.25. Key-workers / carers should look for patterns in the key-Individual's behaviour to see if there is any indication of bullying / being bullied.

2.26. The residential homes staff should use young people's questionnaires to find out about bullying if it is not witnessed or disclosed.

2.27. All young people should have access to an independent visitor with whom they can share any concerns.

2.28. In children's homes, there should be numbers on the walls in the phone area / dining room / games room should young people wish to share bullying experiences externally (i.e. Childline, Kidscape etc.)

2.29. Develop and share information packs with the young people, so they also become aware of the types of bullying behaviours and the impacts of bullying on both the bully and the victim alike.

2.30. The Manager should consider whether there are any specific training needs for the home in question such as cyberbullying.

Prevention

2.31. We use the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:
- the school rules through circle time, (PSHE) education and citizenship activities along with SEAL and Assembly;
- social stories and drawings about bullying

- reading stories about bullying or having them read to a class or assembly;
- making up role-plays and
- providing emotional support to give each Individual the opportunity to express how they feel.

Incident Management

2.32. We are a TELLING establishment. This means that anyone who knows that bullying is happening is expected to tell the staff. Posters to this effect are displayed in the school. All staff should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

2.33. It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

2.34. Individuals should regularly be reminded of the standards of behaviour expected.

2.35. The teacher will investigate the incident and see the Individuals involved. The Deputy Head should be kept informed of any instances of bullying.

2.36. Parents will always be informed if their Individual has been found to be either a victim or a perpetrator of a bullying incident.

2.37. All relevant information regarding the bullying incident should be recorded on a Bullying Incident Report Form.

2.38. Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and, where appropriate, are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other Individuals, thus enabling patterns of behaviour to be established.

2.39. Where bullying is of a serious nature, recurrent or persistent the Principal should be informed as a matter of urgency who if appropriate will refer to the Head of Service.

2.40. The wellbeing of the victim will continue to be monitored and the behaviour of the bully.

2.41. A review date should be determined and recorded.

2.42. The victim should be met with on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Principal if the bullying has continued. The Principal will then take appropriate action.

2.43. It should always be acknowledged that on rare occasions some Individuals may set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

2.44. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other Individuals, thus enabling patterns of behaviour to be established.

2.45. Staff should:
- be continually aware, watchful and available promoting good behaviour and encourage the care of others;
- ensure pupils are appropriately supervised and report all cases of bullying to the Principal.

Staff Training

2.46. We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils

Cyber-bullying Preventative Measures

2.47. In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. Also please see our E-safety Policy.

3.   The Procedures for Individuals

3.1. Individuals are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Individuals are invited to tell us their views about a range of school issues, including bullying, in various questionnaires.

For Individuals who are being bullied - Remember bullies thrive on silence

3.2. If you are being bullied tell someone, preferably a trusted adult

3.3. If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.

3.4. Do not blame yourself – it is not your fault

3.5. Make friends or stay around others

3.6. If worried, stay near a playground lady or school mentor at break

3.7. Expensive items and large sums of money should be left at home

3.8. Try not to show you are upset

3.9. Try to ignore it at the time of the incident - Stay calm - walk away to safety.

For Individuals who see someone being bullied

3.10. If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.

3.11. Tell an adult immediately

3.12. Try to be a friend to the person who is being bullied

3.13. Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.

3.14. Never join in with a bully – physically, verbally or by isolating another Individual

For Individuals who are using bullying behaviour

3.15. Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.

3.16. Even if you think that bullying is just a laugh, Individuals who are bullied and those who care for them, feel very scared and/or upset.

3.17. If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.

3.18. A bully doesn't have many true friends.

3.19. Change your bullying behaviour straightaway and become a 'hero' not a 'baddie' Speak to an adult about your bullying behaviour.

Cambian

Anti-bullying Procedures – Schools and Colleges

Involvement of Parents/Carers/Guardians (including clear policies communicated to parents)

3.20. We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their Individual's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Principal if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.
- In the case of cyber bullying, e.g messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to a trusted adult.

Action should then be taken with regard to each of the following:

3.21. Advice and support for the victim is in accordance with the school's behaviour management policy. Sanctions imposed will be relative to the age of the Individual. These are recorded on the S-T-A-R Observation Sheet (See Positive Behaviour Management Policy). The bully must understand what they have done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy. Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

3.22. The above process and sanctions should impress on the person instigating any act of bullying that: their action is totally unacceptable; it is meant as a deterrent to enabling repeat behaviour and it is a signal to other members of the community that bullying is not tolerated.

Methods:

- We watch for early signs of distress in Individuals.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the Individual who is bullying from harming the other Individual or Individuals.
- We help and explain to the Individual doing the bullying why his or her behaviour is unacceptable.

Appreciating the Seriousness of Bullying

3.23. Everybody has the right to be treated with respect. Bullying Individuals need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Individuals who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

Pupils' Response to Bullying

3.24. Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour
- passively support the bullying behaviour
- passively reject the bullying behaviour
- actively challenge the bullying behaviour

4. Management of the Environment

Classroom Management

4.1. Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management

4.2. The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Deputy Head, who in turn will act in accordance with the agreed policy. All staff will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Sanctions

4.3. This Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. We implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.

4.4. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on insert name of school to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils inclusive of the celebration of success. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

4.5. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s).

4.6. Bullying instances are reported and recorded so that patterns can be identified.

4.7. Individuals are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Principal or other senior manager knowing that their response will be sympathetic and appropriate.

The Role of the Staff

4.8. The ethos and working philosophy of insert name of school means that all staff actively support Individuals to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Individuals are actively involved in the prevention of bullying. School rules are apparent in all classes and support our commitment to anti-bullying practice.

4.9. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff need to be aware of any obvious or subtle hurtful conduct in lessons

4.10. Standard Forms, Relevant Documents, Letters & References

4.11. Bullying Report Form

4.12. ICT-Based Forms of Abuse (including Cyber-Bullying) Policy

4.13. Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code

4.14. The School Rules, What to do if you are Worried

4.15. Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)

4.16. Equality And Diversity including Equal Opportunities and Racial Harassment

4.17. Safeguarding Policy And Procedures including Child Protection

4.18. Whistleblowing Policy

4.19. Code of Conduct

4.20. e-Safety Policy including ICT Acceptable Use

4.21. Personal, Social, Health, Economic education (PSHE) and Citizenship.#####

4.22. Child Line Pack: Dealing with Bullying and the importance of friends

4.23. https://www.gov.uk/government/publications/preventing-and-tackling-bullying