

Anti-Bullying Policy 2016

2016/01/01 Version Number: 1 (Transferred)

F Pass

Review Date: 2018/01/01



- 1.0 Terms of Reference
 - 1.1 This Policy has been written for all staff at Northern House School (City of Wolverhampton); pupils, parents and carers. All staff should have a working knowledge of this policy.
 - 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website.
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Shared Area – Electronically
 - 1.3 Edition, review and frequency;
 - 1.3.1 Edition 1 released October 2015
 - 1.3.2 The Objectives will be reviewed annually
 - 1.4 Relevant Statutory guidance, circulars, legislation and other sources of information are;
 - 1.4.1 The School Standards Framework Act 1998 s61
 - 1.4.2 The Equality Act 2010
 - 1.4.3 The Education and Inspections Act 2006, Part 7
 - 1.4.4 The Education Act 2002, Part 3
 - 1.5 This Policy has been written for all staff, parents, carers students and governors at Northern House School (City of Wolverhampton).
 - 1.6 The policy is broken down in to the following sections:
 - 1.6.1 Introduction
 - 1.6.2 Teaching and Learning
 - 1.6.3 Links with other school policies
 - 1.6.4 Major incidents
 - 1.6.5 Our Response
 - 1.6.6 External Support
 - 1.6.7 Consequences
 - 1.6.8 Monitoring and review



2.0 **Introduction-** Northern House School (City of Wolverhampton) caters for pupils with a Statement for behavioural, emotional, social difficulties. It is situated on the outskirts of Wolverhampton.

2.1 **School Ethos-** at Northern House School (City of Wolverhampton) we work hard to create a supportive learning environment for all our students. Relationships are based on mutual respect and care for one another. Within this supportive framework our students are encouraged to work together positively and cooperatively. A clear Conduct for learning structure is in place and understood by all. We expect good behaviour from our students and reward their good behaviour. However, where consequences are necessary we involve parents/carers at an early stage. Individual guidance is a key feature of our approach.

Students know that bullying is unacceptable. At Northern House School (City of Wolverhampton) students are encouraged to report any incidents they see to a member of staff they feel comfortable with, e.g. form tutor or Head of Year, and so such incidents are rare.

2.2 **Legal Responsibilities-** at Northern House School (City of Wolverhampton) we believe that it is every child's right to feel safe. We take bullying very seriously and comply with section 61 of the Schools Standards and Framework Act 1998 in order to prevent all forms of bullying

2.3 **Aims-** The aim of this policy is to help ensure that pupils, staff, parents/carers and governors in our school feel safe and secure. It provides a co-ordinating framework for developing understanding and skills as part of a whole school approach and a framework for responding to incidents.

2.4 The term bully and victim is used in this policy but it is not good practice to label children in this way. Language to describe the behaviours should be used rather than language defining them as a person.

2.5 **What is Bullying?** - Bullying can be described as a systematic abuse of power;

2.5.1 Deliberately hurtful

2.5.2 Repeated and often over a period of time

2.5.3 Difficult for victims to defend themselves

2.5.4 Physical – hitting, kicking, taking belongings

2.5.5 Verbal – name calling, insults, racist, sexist or homophobic comments

2.5.6 Indirect – spreading nasty stories and rumours, excluding and isolating, gestures and signs, sending malicious e-mails or texts, cyber bullying and threatening others to act in a particular way.

2.6 Some children are more vulnerable to bullying, such as children with learning difficulties and children deemed 'different'. This policy is developed through a process of consultation. This will include staff, governors, parents/carers and most importantly students. Parents/carers can access the policy through the school website or through contacting the school for a copy to be sent to them. Parents/carers must contact the school immediately if they are at all

3.0 Teaching and learning-

- 3.1 The school will provide consistent approaches underpinned by school values such as respect, tolerance, co-operation and care.
- 3.2 The school will promote the policy to all the school community such as parents/ carers through the school website
- 3.3 The school will provide ease of access to the school pastoral system and external confidential services
- 3.4 There will be regular monitoring of bullying hotspots
- 3.5 Students will be taught about the effects of bullying on others, their rights and responsibilities to each other in any appropriate subjects and discreet lessons
- 3.6 Staff will act as 'role models' to students by showing respect for all
- 3.7 Anti-bullying will also be explained either through National Anti-Bullying and/or celebrating differences week

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4.0 Links with other school policies

- 4.1 There should be clearly identified links to the following Child Protection, Conduct for Learning, SEN, SRE
- 4.2 A bullying incident is one where any person involved believes it is bullying even though this may not fit a definition such as one of the above.
- 4.3 If a person becomes aware of a bullying incident, it should be reported and recorded.

Any young person who is suffering should be supported and the incident investigated.

5.0 Major incidents

- 5.1 The Governors are informed of any major incident and are involved in any disciplinary procedure resulting from the incident. The incident should be reported and recorded and information gathered objectively ALL information is kept on the schools computerised Conduct System. In most cases the child's carers will be informed.
- 5.2 On rare occasions this may not be in the best interest of the child's welfare such as the child may have suffered physical harm from parents/carers.
- 5.3 Each case will be dealt with on an individual basis. If significant harm is a concern we will act using the child protection system.

6.0 Our response- Support, mediation and consequences

- 6.1 Valuing the self-esteem of, all those involved
- 6.2 Safeguarding the health and well-being of all students
- 6.3 Involving children in the decision making process
- 6.4 Intervention work with the bully including anger management, conflict resolution and counselling
- 6.5 Consequences
- 6.6 A no blame approach which seeks to get all parties to understand and explain how, each other feel or a restorative justice approach
- 6.7 Mentoring and mediation is used widely
- 6.8 Peer Mentoring/Buddy system for vulnerable pupils
- 6.9 Use of outside agencies when necessary
- 6.10 Temporal Inclusion Facility

An incident may throw up a number of issues, which require the involvement of the school's designated Child Protection Officer. They must be kept informed.

7.0 External Support

Appropriate external support agencies will be used, such as: School nurses,

- Parent Partnership,
- ESW,
- FIF support
- and other outside agencies.

This support will be available for both parties. Continual bullying with violence happening both in and out of school may well require the intervention of the police. In this case the school will involve the school based police officer. Informing parents/carers can be difficult as the language and imagery behind the term bullying and the bullied is very emotive.

Meeting parents we will-

- 7.1 Identify the quickest and least threatening way of contacting the parents
- 7.2 Find a comfortable and non-threatening environment to hold a meeting
- 7.3 Deal with the emotions
- 7.4 Clarify the purpose of the meeting and if appropriate the involvement of other services
- 7.5 Look for positive support
- 7.6 Challenge the unacceptable behaviours and the responses to this without condemning the child

The outcomes of the meeting will need to be clarified and recorded.

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8.0 Consequences

- 8.1 Consequences appropriate with the Conduct for Learning Policy
- 8.2 Restorative approaches to allow individuals to discuss their feelings and identify solutions
- 8.3 Writing to and meeting with parents/carers
- 8.4 Exclusion as a last resort
- 8.5 Temporal Inclusion Facility

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9.0 Monitoring and review will take place regularly and will include

- 9.1 The quality of educational provision
- 9.2 The number, nature and outcomes of the incidents
- 9.3 Meetings with the school community – staff, parents, students and School Council
- 9.4 Behaviour and attendance audit for students and staff