

Policy	PS29
Policy name	Anti-Bullying
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Owner	Senior Leadership Team (SLT)

School View:

Portfield School believes that all students should learn and play/socialise in a supportive, caring and safe environment without fear of being bullied and that all adults and Student's should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. We recognise the impact of been bullied can have a long term impact on a student's well being and attainment. We are committed to ensuring all our students feel safe and are ready to learn.

To this end, the Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student-bullying matters.

1.1 The aims of the anti-bullying policy are to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way. To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To take appropriate action to address the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

1.2 Definition of bullying

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can done through mobile phones, websites and email." (DfE 'Safe to Learn')

This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

The Students at Portfield School have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all Students at Portfield will recognise bullying behaviour if they experience it; equally not all Students would recognise their own behaviour as bullying towards another individual. Cognitive understanding, social interaction, flexibility of thought and communication impairment are strong factors in how/what the Students communicate and interact with those around them.

Therefore not all incidents can be defined as bullying. However the School will also always record and review any incident that may impact upon a student's well-being or learning regardless of the intent of the student displaying the behaviour.

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to School, clinging to adults, refusing to remain in class. They may also shy away from specific Students or take different routes around the School or communal areas. It is important that all school staff are alert to the signs of bullying and act promptly against any form of bullying in line with the roles and responsibilities listed below.

2. Roles and Responsibilities/strategies

2.1 The Governing Body

- Read and approve the Anti-bullying Policy
- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including analysis of data, learning walks and staff discussions
- Ensure the school is promoting equality for its whole community.

2.2 The Senior Leadership Team

- To determine, publicise and ensure implementation of the School's measures on behaviour support and anti-bullying.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole School is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.
- To evaluate School performance and plan for improvement in the personal development, behaviour and well-being of all Students
- To act as a port of call to advise staff on any bullying related matter
- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the Portfield behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- Support the promotion of anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the School's policy/practice and specific circumstances if they arise.
- To act as a port of call to advise staff on any bullying related matter
- To work with the Student prefects on work relating to anti-bullying
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies
- To ensure bullying is factored into any analysis of Student behaviour

2.3 The School Administrator for Behaviour Watch

- Ensure that behavioural recording systems on Behaviour Watch enable the School staff team to detail the actions taken
- Ensure that all incidents of bullying are recorded on Behaviour Watch and reported in the weekly data for the School Leadership Team.
- Have a facility to either take further action (contact with home, generation of amber plan etc.) or to sign the incident off as complete.

2.4 The School and whole staff team will use the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

- Responding immediately to any incident by communicating with the Student that the behaviour displayed could be determined as bullying.
- Record the incident on to Behaviour Watch
- De-briefing any Students involved (reflective measure and supportive)
- Highlighting natural consequences
- Highlighting impact on self and others
- School rules (being kind and using kind words)
- PHSE lessons with a focus on bullying and friendship
- Attitudes to learning
- Zones of regulation – emphasis on strategies to prevent ‘bullying type’ behaviour
- Emotional literacy support on an individual or group basis
- One to one nurturing support
- Promoting positive interactions
- Amber plan – with partnership with parents (token economy’s and focus of positive behaviour)
- Practice Clinical Support Team support where all above strategies have been unsuccessful
- Consideration of implementing other policies and procedures (exclusion)

2.5 All school staff

- To be constantly monitoring the Students for bullying-related behaviour and follow the correct procedure where behaviour points towards bullying or inappropriate behaviour is taking place.
- Record on Behaviour Watch all bully related incidents and occurrences
- To be constantly modelling high standards of behaviour and to have high expectations for all the students.
- Read, understand and follow this policy and associated guidelines

2.6 The Student’s Voice

There are a number of ways that Students can communicate to express their feelings and thoughts. These include the School Council, annual reviews, Education Health Care Plans, everyday communication with school staff, Governors and small group consultation. School staff should be constantly vigilant for signs that a Student may be subject to bullying behaviour expressed either through a Student voice or from signs such as distress, change in mood, injury, and change in behavioural norms. Claims or expressions of bullying made by Students will be taken seriously.

3. Reporting Process

In the event that bullying behaviours are reported or observed; the member of staff who has that information should report it to the Class Teacher for follow up action. The Class Teacher should then investigate to determine the facts behind any arising issue. In the event that bullying is taking place, there are two paths to follow:

Path 1: Any bullying behaviours should be written up on a Behaviour Watch bullying slip. This will automatically inform the Senior Leadership Team and appropriate actions triggered. Being a small School it is also important that you verbally inform your line manager to ensure any immediate actions and information sharing can take place.

Follow up actions should be devised, recorded and aimed at addressing bullying behaviours. This could if required become a detailed amber plan.

Path 2: In the event that bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working then the matter should be reviewed by the Senior Leadership Team and a meeting held with all key stakeholders to consider what further actions may be appropriate and necessary. In the event that there is a victim of bullying behaviour the Class Teacher should assess for any levels of distress and as appropriate take positive action to ensure the child/young person feels safe in the short term.

4. Working with Families

Close work with the families is an essential part of work at the School. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the Class Teacher and/or the Senior Leadership Team on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Students who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken. This will involve both engagement to develop, implement and evaluate any interventions detailed in an amber plan.

Parents/Carers have a responsibility to let the School know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If as a parent/carer you are concerned about your child/young person being bullied you should:

Contact the School immediately and ask to speak to the Class Teacher or Senior Leadership Team.

Contact the School if the bullying is taking place on home to school transport. You should also contact the designated person for home to school transport so they can also carry out an investigation.

This policy should be read in conjunction with the following policies and guidelines. These can be found the school's policies and guidance folders:

Behaviour Policy – PS06
Allegations against staff - PS08
Child Protection Policy – PS03

Preventing and tackling bullying: Advice for Head Teachers, Staff and Governing Bodies (October 2014)
Bullying Involving Children with Special Educational Needs and Disabilities
Safe to Learn: Embedding anti-bullying work in schools