

Counter Bullying Policy And Procedure

Policy Reviewer	Bev Doran Mrs A Brown	Date of Review	09.09.20
		Date of next Review	08.09.21

1. Introduction

- 1.1 At Overley Hall School, we recognise the right of every child to live and learn in a safe and secure environment. We are committed to providing a caring, friendly and safe environment for all our pupils, so they can learn in a relaxed atmosphere and are bound to developing our policies and strategies, for preventing and responding to bullying.
- 1.2 In our very special environment it may be difficult on occasion to distinguish between what is the very challenging behaviour of the young people and the intent of this behaviour. Therefore as a staff team we must be aware of the behaviours of our young people and also be aware of these definitions. A number of our pupils may become aggressive for a number of reasons. Aggression is usually linked to heightened anxiety. This challenging behaviour may not always be bullying in the normally accepted sense of the term, but the consequences for the victim may be considerable and the same. For this reason, an incident where one pupil hurts another as bullying if the victim has been 'selected' by the pupil.

2. Definition of Bullying

- 2.1 Bullying is deliberate and hurtful behaviour, repeated over time, where it may be difficult for those being bullied to defend themselves.
Or
Behaviour usually repeated over time, that intentionally hurts another individual or group, physically or emotionally (safe to learn, DCSF, 2007)
- 2.2 Bullying can be:
- 2.2a Emotional: Being unfriendly, excluding, tormenting, threatening looks and gestures, humiliating someone, name calling, and insulting.
- 2.2b Physical: Pushing, hitting, kicking, and punching.
- 2.2c Verbal: Name calling, insulting, sarcasm, spreading rumours, persistent teasing offensive remarks about a child's weight, height hair colour, family.
- 2.2d Indirect: Spreading rumours whether true or not, etc.
- 2.2e Cyber bullying: Presently only a small number of our young people can use mobile phones or/and access the internet, we are aware that this might happen, through internet and chat room misuse. Staff need to be vigilant to the misuse of ICT and appropriate use of ICT will be taught to those who access ICT independently (please also refer to our E-Safety Policy: <http://www.overleyhall.com/wp-content/uploads/2018/06/POL067-E-Safety-Policy.pdf>).
- 2.2f Driven by prejudice: This might be homophobia, racism, or victimising those who have special needs or disabilities, i.e.

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- 2.2g Racism: Racial taunts, graffiti and / or gestures.
 - 2.2h Sexual: Unwanted physical contact or sexually abusive comments.
 - 2.2i Homophobic: Focussing on the issue of sexuality.
 - 2.2j Name-calling: probably the most common direct form; this may be due to ethnic origin, nationality, colour or sexual orientation
 - 2.2k Violence linked to extremist views.

3. It may also be bullying when:

- 3.1 The same person or group always leaves someone out or shuns them.
- 3.2 Threats of violence are made against a person.
- 3.3 Clothes are deliberately damaged.
- 3.4 Belongings are deliberately taken.
- 3.5 Someone forces a person to do something they don't want to do.
- 3.6 Someone alters the way a person thinks in a way which will lead to hurt and/or violence.
- 3.7 Someone forces a person to do something sexual that they do not want to do.
- 3.8 All of the actions above are serious, however, we need to be mindful of the situations and fully investigate and be sure that they are part of an ongoing pattern of behaviour, before we take further steps.
- 3.9 There are many different definitions of bullying in use, however, the key factors that make behaviour bullying, as opposed to "having a laugh", venting frustration or a single incident of physical or verbal violence / aggression are:
- 3.10 The repetition of intentional, hurtful, behaviour or deliberate systemic undermining of a person over a period of time.

4. Steps we can take to prevent bullying:

- 4.1 Ensure that the young people at Overley Hall School are supervised whilst interacting with peers or staff so the occurrence of bullying may therefore be limited.
- 4.2 If bullying by student to student is witnessed or suspected, it must be correctly documented and the victim offered as much support as is necessary. The

perpetrators must be spoken to, given guidance, and if necessary counselling or debriefs which would be offered to both parties.

- 4.2 Staff to show respectful behaviour to all
- 4.3 Every child / young person will have their rights respected
- 4.4 Promote a positive working ethic that discourages any sort racism, homophobia or language that could be interpreted as such.
- 4.5 Help all to understand and respect people with disabilities
- 4.6 Work with people who bully to change their behaviours. This may include the use of social stories and / or comic strip conversations; Read stories about bullying; Role play scenarios to help develop understanding
- 4.7 Logical or natural consequences (Sanctions) to be used as felt appropriate, keeping in mind 'logic' or 'natural' (as well as learning ability) where a positive example can also be experienced by all involved.
- 4.8 Encourage young people to report bullying behaviour
- 4.9 Build the different types of bullying as a theme into planned schemes of work and as topics to discussed in Morning Meetings; Also provide different strategies to help stop bullying such as telling, frogging etc. Having discussions about bullying and why it matters
- 4.10 Ensuring young people are not isolated by helping them to develop 'play skills' and promoting peer groups with similar interests
- 4.11 Invite guest speakers such as community police officers into the school to help raise awareness
- 4.12 Ensure Individual Behaviour Management Plans are updated
- 4.13 Reinforcement of school rules and rewarding those who adhere to them
- 4.14 Writing stories, poems or making drawings about bullying; although in cases where this may not be in line with learning ability, it would be more about practicing and highlighting positive behaviours.
- 4.15 Providing our young people with a communicating print way of reporting bullying and inserting a bully symbol into ACE Communication Books
- 4.16 Being vigilant at all times
- 4.17 Empower young people to come together, with their families and the wider community, to 'speak up' about violent extremists and reject cruelty and

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- violence in whatever form it takes. Promote the school as a local community focal point to help build mutual respect and understanding
- 4.18 Address the underlying issues that can attract people towards violent extremist causes
 - 4.19 Equip children with the knowledge and skills to reflect and think for themselves so able to challenge and debate; giving them the opportunity to learn about different cultures, faiths and gain an understanding of the values we share. Young people or children from all backgrounds need to be empowered to discuss matters relating to terrorism and preventing extremism.
 - 4.20 Helping children to gain a sense of identity and forming views about controversial issues and recognising how they can influence and participate in decision-making. Encouraging young people to express their views but to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.
 - 4.21 Develop the knowledge linked to online-safety to prevent others influencing extremist or prejudiced views through the internet
 - 4.22 Develop the knowledge of parents and carers to raise their understanding of E-Safety
 - 4.23 Raise awareness of violence associated with cultural beliefs (female genital mutilation)
 - 4.24 Develop resilience in our pupils, give them opportunity to make positive contributions and promote a 'listening' community here at Overley Hall;
 - 4.25 Protecting the wellbeing of all of our vulnerable children and young people
 - 4.26 Provide advice on managing the risk and responding promptly to incidents which impact on the school community
 - 4.27 Promote the British Values through promoting: democracy and modelling how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm; preventing harm to pupils by individuals, groups or those who promote violent extremism, and manage risks within the school; Support individuals who are vulnerable; increase the resilience of pupils to acquire the skills to challenge violent views; promote an ethos and values that promotes respect for others; (see school aims and values; developing curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.
 - 4.28 Promote the Every Child Matters outcomes for pupils
 - 4.29 Focus on reducing the attainment gap for all groups of pupils
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- 4.30 Promote pupil's wider skill development in teaching and learning e.g. social and emotional aspects of learning (SEAL)
 - 4.31 Promote active citizenships and pupil voice
 - 4.32 Develop links with families and local communities, including through extended school
 - 5. Steps taken if bullying is reported (or suspected):
 - 5.1 This may be difficult given the behaviour of our young people or children, as some behaviours may not be intentional but could have an effect on another learner's emotional state - as they cannot understand that the behaviour might not be intentional. It is therefore important to be mindful of:
 - 5.2 The young person's disabilities and /or known behaviours.
 - 5.3 Observe and document any change in this behaviour.
 - 5.4 Listen to the young person.
 - 5.5 Put strategies in place to help the young person change / manage this behaviour.
 - 5.6 Where possible and appropriate, ensuring the young person knows that this behaviour is not acceptable - using whichever communication aids are appropriate.
 - 5.7 Support the young person being bullied; include debrief process related to learning needs (PSP will highlight this level or De-brief level assessment sheet.
 - 5.8 Monitor, document and report – Complete Incident on Behaviour Watch and Counter-Bullying Log (See appendix 1).
 - 5.9 Staff must respond immediately about any suspicions or allegations of bullying by reporting to a senior member of staff. Incident reports and risk assessments must be completed.
 - 5.10 Bullying of any description must always be taken seriously and steps taken to reduce or counteract the risk of bullying.
 - 5.11 Bullying of students by staff must also be taken seriously and fully investigated, as stated in our disciplinary procedures and, where necessary, child protection guidelines followed.
 - 5.12 Ensure the Behaviour Support Plan (PSP) is updated, shared and acted on.
 - 5.13 Complete a behaviour watch appropriate incident report form which will automatically notify the Head of School.
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5.14 The young people or their representatives may want to consider contacting external agencies for help and support, such as:

5.14a Advocates

5.14b Childline: 0800 1111

5.14c The Safeguarding Board help desk: 01952 385700

5.14d The PREVENT team – West Mercia Police

5.15 This policy complies KCSIE 2019

6. To raise awareness and help young people to inform:

6.1 This policy is available in Communication Print format and is displayed on the notice board in brief, for all to see.

6.2 There is a Communicating Print version of 'How to make a complaint' pinned up in several rooms across the school and also in the reception area of the school there is a pupil friendly version to enable most of our students to make a complaint.

6.3 Each half term young people are asked to complete a 'Communicating Print' questionnaire which asks them for their feelings and thoughts.

6.4 Students less able to communicate may need to be supported using a Safeguarding Talking Mat resource which will be supported by Speech and Language Therapy.

7. Related Policies

7.1 Child Protection and Safeguarding Policy

7.2 Online Safety Policy

7.3 Behaviour Support Policy