



# Whitehouse PRU Anti-Bullying Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date

**Whitehouse PRU is a setting for children whose behaviour has meant that they have struggled with full time, mainstream education. Many pupils join us with social, emotional and behavioural difficulties, with some pupils undergoing assessment for special needs. Engaging, protecting and teaching our pupils must be the starting point for all policies. This policy must be read in conjunction with our Safeguarding Policy and the Behaviour Policy.**

## **1 Introduction**

- 1.1 It is a government requirement that all schools have an anti-bullying policy.
- 1.2 We define bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. They might include the following forms:
  - physical
  - verbal (including cyber bullying)
  - relational (e.g. controlling relationships)
  - social exclusion

The kinds of bullying might discriminate against:

- race
- religion
- culture
- SEN or disabilities
- appearance or health conditions
- family and home circumstances
- sexuality
- sex
- gender

Bullying could be perpetrated by an adult or a child and, equally, a victim of bullying could be an adult or a child. Each incident is viewed as serious and will be dealt with as such.

- 1.3 Our Anti-Bullying Policy, along with our other policies eg, PHSE, Safeguarding, Behaviour, is framed by our values and ethos; a core element of which is to keep children safe.

## **2 Aims and objectives**

- 2.1 Bullying is wrong and damages individuals' emotional wellbeing and mental health. We therefore do all we can to prevent it, by developing a service ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a service, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 All of the children with whom we work have been excluded from the mainstream of society due to their behaviour being socially unacceptable. It is our role to champion their right to inclusion.

- 2.4 This policy aims to produce a consistent service response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the service aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our classrooms.

### **3 The role of the governing body**

- 3.1 The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:
- support the Head of School and the staff in the implementation of this policy
  - be fully informed on matters concerning anti-bullying
  - regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
  - appoint a member of the governing body to have a specific responsibility for monitoring bullying incidents in the school

### **4 The role of the Head of School**

- 4.1 The Head of School is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Action 2006 for:
- “determining measures on the behaviour and discipline that form the school’s behaviour policy---“
  - “encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”

It is a statutory responsibility for schools to record all bullying incidents. Where bullying outside of school site or hours is reported to school staff, it should also be investigated and acted on.

The Head of School will ensure that:

- bullying behaviour is addressed in the behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

### **5 The role of the teacher and support staff**

- 5.1 All the staff in our service take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 If a child complains of being bullied or if a member of staff is concerned that bullying is taking place, then the parents/carers of the victim(s) and the perpetrator(s) will be informed.
- 5.3 If staff witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers, Support Staff and the

Personal Development Mentors do all they can to support the child who is being bullied.

- 5.4 Any incidents of bullying are recorded on an Anti-Bullying Log (Appendix 1). Three copies of the Anti-Bullying Log are produced. A copy is placed in the red file of the victim and of the perpetrator. The third copy is given to the Assistant Head with responsibility for Behaviour and Personal Development (Tom Havercroft), who will maintain an ongoing chronology of incidents and responses. This allows for monitoring of patterns or trends.
- 5.5 In the first instance our school behaviour policy and graded sanctions might be employed. It is essential that responses to bullying are differentiated according to the form and severity of the bullying. Each incident is dealt with on a case-by-case basis, with our whole understanding of each child informing our response.
- 5.6 When bullying has taken place, staff will deal with the issue immediately. This might also involve counselling and support for the victim, and consequence for the perpetrator. The perpetrator will explore their actions, and if necessary, adults will explain to them why their action was wrong and how they should change their behaviour in future. If a child is involved in bullying repeatedly, we then invite the child's parents/carers in to discuss the situation. In more extreme cases, where assaults have been committed, the police may be contacted. We ensure that all parties involved are satisfied that a fair and just resolution has been reached. Children must feel safe as well as being safe.
- 5.7 Depending on the nature of the incident and the bullying history of the pupils involved, a variety of strategies may be utilised to respond to a bullying incident. These include:
  - class panel meeting
  - parent meeting
  - 1:1 conflict resolution
  - positive debrief with a member of staff
  - involvement of external agencies, e.g Social Care
- 5.8 Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the curriculum to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assembly is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Activities throughout Anti-Bullying week is followed to ensure the children receive the same opportunities as children in mainstream schools to build a school culture of respect, equality and compassion for their fellow pupils. Friendship groups are used to teach pupils the skills required to build and then maintain friendships in school, and support them to understand the benefits of kindness.
- 5.9 The Behaviour Policy outlines the responses to all inappropriate behaviour, words and actions which, if unaddressed, can lead to bullying. By dealing with low-level behaviours early on the staff can divert minor incidents from escalating into bullying and a more serious response or consequence. Pupils know the expectations for their behaviour, and issues are dealt with consistently and fairly.

- 5.10 Information regarding bullying is discussed at daily staff debrief, during which appropriate strategies and approaches are suggested and revised. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures with regard to behaviour management.

## **6 The role of parent**

6.1 We expect that parents/carers will:

- understand and engage in everything that is done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.
- keep informed about and be fully involved in any aspect of their child's behaviour
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying
- contact the school immediately if they know or suspect that their child is bullying another pupil
- share any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent/carer has concerns relating to bullying they should contact the school and speak to the Head of School or a member of the Senior Leadership Team.

## **7 The role of pupils**

7.1 Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of Anti-Bullying Policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils will:

- review the Anti-Bullying Policy and show an understanding of its contents;
- engage in conversations and learning about bullying and accepting people's differences;
- treat all others with kindness and respect, not bully anyone else, nor encourage and support bullying by others;
- tell an adult if they are being bullied, usually either a member of staff or parent; and
- act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” does not support the victim, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

## **8 Monitoring and review**

- 8.1 This policy is monitored on an ongoing basis by the Assistant Head with responsibility for Behaviour and Personal Development, who reports on request about the effectiveness of the policy.
- 8.2 The overall effectiveness of the bullying policy will be subject to consideration in daily staff debrief, staff meetings, SLT meetings, management committee meetings, assemblies and class discussions
- 8.3 Records of bullying incidents are kept by the Assistant Head with responsibility for Behaviour and Personal Development, who will record and evaluate incidents and monitor patterns and trends. Statistics about racist bullying are collated by the LA.
- 8.4 This policy will be reviewed at least every two years.

**Responsibility: Tom Havercroft**

**Reviewed:** February 2020

**Next review date:** February 2022



## Anti-bullying Log

Date of Incident		Time		Location	
Name of person reporting the incident					
Victim		Sex		Year /age	Status
Perpetrator		Sex		Year /age	Status

### Form of incident

physical		Verbal		relational		social	
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### Type of incident

racial		religious		cultural		SEN/disabilities	
appearance		sexuality		sexist		cyber	
health		gender		other			

### Description of incident

Use over page if necessary

### Action taken including evidence that the situation has been resolved

Use over page if necessary

### Contact log

Use over page if necessary

Signed.....

Date.....