



What I learn today, prepares me for tomorrow

Anti – Bullying Policy

Policy Location:	Last Revised:	Review Due:	Person Responsible:
Staff Share -> Policy Library	December 2021	December 2020	Katrina Green – Head of Care

Barndale House School

Anti-Bullying Policy

Introduction

Barndale House School strives to provide a safe, secure and positive environment in which children and young people can develop and grow, making full use of the learning opportunities made available to them.

As a school, we have a strong commitment to anti-bullying. We recognise every child, young person and staff member as an individual and celebrate him or her as a part of our diverse community.

At times, some of our children and young people may need their views challenged and further education is given to support them in being more tolerant of others.

Our approach to anti-bullying therefore needs to take into consideration the impact of unregulated behaviours on our physically and emotionally vulnerable young people, while on the other, the influence of specific types of unregulated behaviour of some young people. Whilst the school recognises this dilemma it is also dedicated to combating both the rare cases of 'intentional' bullying that may occur and the 'Unintentional' incidents that may make some young people feel threatened, unsafe or afraid.

We recognise that behaviour is a form of communication and as such, we look at regulation strategies rather than 'managing behaviour'. Each classroom and the residential provision will have a 'Zones of Regulation' displayed, and the children and young people will have a way of communicating how they feel and what strategies they need to support them in being back in the green zone.

We aim to provide a framework for dealing with any incidents of bullying, which may occur. Staff will support our children and young people in a bespoke and specific way depending on their needs.

Bullying: Our school's values and beliefs

- All children and young people have the right to feel happy, safe and included.
- All children and young people have the right to learn in an environment without harassment, intimidation or fear.
- All bullying, of any sort, is therefore unacceptable.
- Children, young people and parents will be supported when incidents of bullying are reported.
- We recognise the effects that bullying can have on children and young people's self-respect and on their work and the school community will actively promote an anti-bullying environment.

Principles

Barndale House School will:

- Ensure that all staff are committed to overcoming bullying.
- Inform children, young people and parents of the school's expectations and foster a productive partnership, which helps maintain an environment free from bullying behaviour.
- Create an ethos, which encourages children and young people to disclose and discuss incidences of bullying behaviour.
- Challenge attitudes about bullying behaviour and help children and young people to understand why some people bully others.
- Develop procedures for noting and reporting incidents of bullying behaviours

- Ensure that all bullying behaviour is responded to promptly and consistently dealt with in accordance with the school's support and self-regulation policy.
- Support those affected by bullying behaviour and those involved in bullying behaviour.
- Ensure that our children and young people know how to keep safe when using technology.
- Make all staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims

Definition of bullying

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'

(Anti-Bullying Alliance - www.antibullyingalliance.org.uk)

Bullying may be defined as a deliberate action that is repeated over a period and which is intended to cause embarrassment, pain or discomfort to someone else.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

We believe that if any member of our school community feels intimidated or is made to feel unsafe by the words and/or actions of another then he/she is being bullied.

Bullying should always be taken seriously. All bullying is unacceptable.

Forms of Bullying

Bullying takes various forms and may be physical, sexual, racial, verbal, technological (cyber), homophobic or Psychological.

- **Physical Bullying** may involve actions such as hitting, kicking, biting, spitting and hair pulling or taking another's belongings.
- **Sexual Bullying** may involve unwanted physical contact or sexually abusive or inappropriate comments.
- **Racial Bullying** generally involves individuals or groups being deliberately targeted because of their colour, ethnicity, culture faith or belief systems.
- **Verbal Bullying** may involve name-calling, insults, threats, spreading rumours or belittling someone's abilities.
- **Technological (Cyber-bullying)** involves the use of technology, such as mobile phones, digital cameras, computers and social media / networking sites, to deliberately hurt or humiliate another either directly or indirectly.
- **Homophobic Bullying** generally involves individuals being deliberately targeted because of their sexuality.
- **Psychological Bullying:** may involve behaviours designed to upset another's emotional wellbeing e.g. exclusion from social groups, hiding belongings, anonymous messages.

All forms of bullying may affect people in different ways and each person will react differently when bullied. Bullying is always significant to the person being bullied.

All forms of bullying are taken very seriously at Barndale House School.

It is very important to understand the definition of bullying when assessing the difference between 'interpersonal conflicts', where there is a 'falling out' between individuals and when it tips the balance to bullying.

Bullying is not:

- Teasing and banter between friends without the intention to cause harm.
- Falling out between friends after a quarrel or disagreement.
- Being unregulated and having difficulty in expressing feelings and emotions.

When occasional problems like this arise it is not classed as bullying. It is an important part of a child or young person's development to learn how to deal with friendship breakdowns, and how to manage feelings and emotions. It is important that we help and support our children and young people to deal with these situations and develop the skills to communicate their feelings and emotions and repair relationships.

Roles and responsibilities

Dealing with bullying is the responsibility of all members of the school community and should always be considered a priority.

The Governing body is responsible for:

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensuring regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensuring the school is promoting equality for its whole school community.
- Regular monitoring visits.

The Headteacher / Senior Leadership Team will ensure that:

- Bullying behaviour is addressed in the school's Support and Self-regulation Policy.
- Bullying is included as part of the PHSE curriculum.
- Staff receives regular external and in-house training in Anti-bullying.
- The governing body receives regular Head teacher's reports and updates that include any incidents regarding bullying.
- A senior staff member is appointed responsible for the monitoring of the anti-bullying policy and anti-bullying procedures.

All school staff will:

- Discuss, monitor and review the anti-bullying policy and procedures on a regular basis.
- Demonstrate by example and foster the values we as a school believe in. Promote Positive relationships based on respect, identifying, and tackling bullying appropriately.
- Challenge inappropriate responses and behaviours towards others.
- Be alert to signs of distress and other possible indications of bullying.
- Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively – following clear, consistent procedures; that children and young people feel safe to learn; that children and young people abide by the anti-bullying policy.

- Investigate all incidents thoroughly and take appropriate action. Retain appropriate records for monitoring purposes.
- Report all incidents of bullying to the Head-teacher.
- Report any evidence of sexual or serious physical abuse immediately to one of the designated safeguarding leads in the school. (Mark Phillips / Helen Hemsley/ Katrina (Tina) Green)
- Report back to parents/carers regarding any concerns and ensure that effective communication is maintained when monitoring and managing to bully.
- Enlist the support of children and young people in anti-bullying work by actively seeking and listening to their views.
- Seek to learn from good anti-bullying practices elsewhere and utilise support from relevant organisations when appropriate.

Parents / Carers should:

We ask parents/carers to support their children, young people and the school by:

- Watching for signs of distress or unusual behaviour, which may be evidence of bullying.
- Advise their children to report any bullying to a member of staff.
- Inform the school of any suspected bullying.
- Co-operate with the school and reassure their child that appropriate action will be taken.

Children and young people's voices:

We expect our children and young people to:

- Refrain from becoming involved in any kind of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying.
- Report to a member of staff any bullying behaviour which they have been subjected to.
- Understand the implications of perpetrating bullying behaviour.

Counteracting Incidents of Bullying

At Barndale School we are proactive in our strategies to prevent bullying behaviour.

We:

- Ensure that all children and young people have 'a voice' and know that they will be listened to. Children and young people are encouraged to talk to staff about any concerns they may have and are reassured that they will be listened to and kept safe. The School Council is routinely involved in evaluating the effectiveness of the school's measures in counteracting bullying.
- Provide adequate supervision at lunch and break times, identify potential 'hotspots' and ensure that a range of activities is on offer in order to engage children and young people in productive tasks and encourage positive social relationships. Playground 'Buddies' also support some lunchtimes and are positive role models to other children and young people.
- Consider all opportunities for addressing bullying. We deliver a range of lessons on keeping safe and self-management through the PHSE /PSD curriculum. Children and young peoples also participate in enrichment activities and projects during Anti-Bullying Week and Safer Internet Day. Key messages are reinforced through assemblies and displays around the site. A range of anti-bullying resources are available for use in the classroom.
- Discuss bullying and the importance of telling someone about bullying when it happens with all classes on a regular basis.
- Explore and celebrate differences and diversity through a wide range of events.
- Regulate and monitor the use of technology in school – including access to the internet and mobile phones.
- Ensure that all staff members are aware of and implement the school's Behaviour and Rewards Policy.
- Are actively involved in the Northumberland County Council Anti-Bullying Accreditation Programme.
- Provide opportunities for staff to receive relevant CPD either in-house or via Appropriate training agencies.

Procedures

When a member of staff is made aware that a child or young person is being bullied they must report it to the Class Teacher and Head-teacher/Head of Care. The incident will then be thoroughly investigated and the appropriate paperwork completed. The Class teacher/ Head of Care and Head-teacher will discuss the most appropriate strategy to be used for each individual case. Parents will be informed and invited to the school to discuss matters further if appropriate. Staff will support all children and young people involved and closely monitor the situation for an agreed length of time. A multi-agency approach may be adopted if appropriate.

Links to Other Policies

This policy links with a number of other school policies and practices including:

- Safeguarding Policy
- Support and self-regulation Policy
- Child Protection Policy
- E-Safety Policy
- Acceptable ICT User Policy
- Equality Policy
- Confidentiality Policy
- Well-Being Policy and programme

Monitoring and Evaluation

We will review this policy every three years.

Monitoring is essential to help assess progress and evaluate the impact of the anti-bullying policy. Monitoring will include;

- Regular analysis of information to provide details of types of bullying, frequency, action is taken etc.
- Surveys (Parents / Children and young people / Staff)
- Information sharing and review of practice during staff meetings and training days.
- Obtaining the views of nominated children and young people representatives – The School Council.

Further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children may find useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.antibullyingalliance.org.uk

Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Childline	0800 1111	www.childline.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com

Author: Miss Katrina Green

Headteacher: Mr Mark Phillips

Chair of Governors: Mrs Sue Wildsmith

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