

The Chelsea Group of Children

The Hall
Waynflete Street
London
SW18 3QG

ANTI - BULLYING POLICY

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| This policy has been written for | All staff, parents and students at The Chelsea Group of Children |
| Copies of this policy may be obtained from | As a hard copy on request from the School office, as an email attachment On the School Dropbox File Sharing facility for staff only |
| This policy links with the following policies | Promoting Good Behaviour, Equal Opportunities, Safeguarding, ICT, Allegations against Teachers and Staff, Whistleblowing |
| Participants and consultees | Director, Head Teacher, other staff |
| Edition, review | This edition (November 2016) Due for review (November 2017) |
| Relevant statutory guidance, circulars, legislation and other sources of information | https://www.gov.uk/workplace-bullying-and-harassment https://www.gov.uk/bullying-at-school/the-law http://www.nea.org/home/51629.htm https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf |
| The Lead Member of staff is | Head Teacher |
| Definitions and key terms used in this policy | CGC – Chelsea Group of Children Dropbox – the CGC electronic file sharing facility for staff only PinBAIKBu – electronic record of Physical Intervention, Bruise, Accident, Incident, Known to Social Services and Bullying incidents DSL – Designated Safeguarding Lead |
| The rationale and purpose of this policy | To prevent bullying occurring by creating an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave. |
| Appendices Standard Operating Procedures (SOP'S) | Appendix 1 PinBAIKBu Form - Bullying Concern Appendix 2 <u>10 Steps to Stop and Prevent Bullying National Education Association</u> |
| Introduction | We do not tolerate any form of bullying at Chelsea Group of Children. Children have a basic right to live free from humiliation, oppression and abuse. Children and staff at The Chelsea Group of Children should feel confident in the knowledge that they will be protected from bullying and that bullying of any kind will not be tolerated. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest. |

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| | <p>Bullying behaviour between children in the classroom or in the playground is rare at The Chelsea Group of Children.</p> <p>The ratio of adult to child means any form of bullying behaviour can be addressed immediately. More than this, the curriculum encompasses lessons on conflict resolution and the development of social skills with an emphasis on tolerance and respect.</p> <p>The children are instructed and encouraged to voice their feelings. Acts of aggression, whether emotional or physical, resulting from feelings of frustration or victimization can be avoided when children are allowed to talk freely about their feelings without recrimination.</p> <p>Many of the students at Chelsea Group have been taught strategies for calming themselves when faced with conflict and feelings of aggression.</p> <p>We value the child's self-esteem above his competitive performance. This emphasis helps children experience fewer feelings of humiliation and low self-worth, which cause bullying behaviour.</p> |
| <p>The aims and objectives of this policy</p> | <p>To outline CGC's commitment to the prevention of bullying and the procedure in dealing with bullying of children and adults.</p> |
| <p>Procedures and Practices</p> | <p>Children, Parents and staff can make a complaint to any member of staff or directly to the Head Teacher or Director.</p> <p>Celebrating difference – Difference is actively and visibly celebrated and welcome across the whole school.</p> <p>WHAT IS BULLYING?</p> <p>'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'</p> <p>The term 'bullying' is often applied to cover a wide range of contexts, and is often motivated by prejudice against particular groups.</p> <ul style="list-style-type: none"> • For example on grounds of: • Age • Disability • Race • Religion or belief • Gender, sexual orientation • Because a child is adopted or has caring responsibilities • Actual differences between children or perceived differences |

Bullying is:

- designed to lower self-esteem of an individual
- attention seeking
- a quest for superiority
- social exclusion of an individual

Incidents of bullying may include:

- physical bullying
- verbal abuse
- cyber (text messaging, e-mails, photographs, social websites, mobile phones)
- teasing that goes too far and can be carried out by a group or by an individual usually to an individual
- tormenting, short or long term

Often at the mildest level the person(s) responsible see their behaviour as harmless, and are unaware of the hurt and damage being caused.

Some behaviours that are enacted by non-verbal students or students, who lack cognitive ability to provoke a reaction from another student, need to be evaluated for purpose/intent. The appropriate response/sanctions can then be given and may range from deliberately not responding to an attention seeking behaviour, right through to exclusion for bullying where at the most serious level malice is intended. In most cases at primary level, bullying is not an appropriate term to apply to rough and-tumble behaviour in the playground.

Stopping violence and ensuring immediate physical safety is obviously a priority but emotional bullying can be more damaging than physical.

‘Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.’

(DfE ‘Preventing and Tackling Bullying’ 2014)

SIGNS OF BULLYING

A student who is being bullied may keep the matter secret or may not be able to verbalise what has occurred. However the following changes in behaviour may indicate that the student is under stress:

- changes in work patterns
- changes in behaviour
- truanting
- clinging to adults
- reluctance to go into the park
- awkwardness when working with others
- belongings going missing
- unexplained bruises or scratches

Well-kept records are essential for good safeguarding and child protection practice. All staff are clear about the need to record and report concerns about a child. Bullying, Incident, Bruise/Marks Forms should be completed by staff and reported to DSL.

THE ROLE OF STAFF

All staff should encourage a culture where each individual has responsibility for the care and well-being of others.

It is the role of all staff to prevent bullying and intervene, where appropriate, by making the children aware of what is acceptable behaviour. All signs of bullying must be stopped as soon as possible along with a firm reminder that such acts are not acceptable. Incidents must be recorded and an appropriate follow up procedure must be implemented.

In practice situations, unkind acts need a clear and effective response and adults will need to take a strong lead. Research has shown that restorative approaches that concentrate on victim empathy and relationship building are likely to be most effective. Restorative approaches, rather than automatic sanctions, continue to be the preferred approach as part of everyday practice at The Chelsea Group of Children. It is essential that students feel safe because adults listen, are not afraid to act and are in control.

Staff must be aware that teasing may encourage student to go further and overstep the boundary. Teasing is, therefore, not acceptable.

Some children, both bullies and victims, may require more intense and regular session working proactively to develop appropriate strategies to minimise the bullying. At The Chelsea Group of Children this may form part of an intensive therapeutic intervention programme with the therapists and teachers.

Every student's performance, behaviour and progress is reviewed and rag rated by the entire teaching and therapy team every Friday at the staff meeting. This is documented in the Weekly Review Form found on the File Sharing Facility for staff only.

Staff should:

- play an active role in the supervision of young people during unstructured time;
- check potentially high risk areas on regular basis;
- consider seating arrangements to decrease the likelihood of incidents of bullying occurring;
- regularly reinforce positive behaviour;
- intervene before low-key verbal abuse of physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve;
- confront victims to examine why the incident occurred, confirm the appropriateness of informing staff, and establish ways to avoid a repetition.

Staff need to examine carefully their own responses to bullying incidents or the suspicion of such.

Any young person can be at risk from bullies. Students should be advised to:

- always tell an adult
- be aware of not putting yourself into vulnerable or isolated situations
- be aware of where you could get immediate help
- try not to show any temper, reaction that may entertain
- do not brag about possessions or money
- give a clear reason not to lend someone an expensive item
- consider whether their behaviour provokes

Bullying may occur in any situation not just within the school and young people will need to be educated in relation to personal safety and making a complaint about incidents which occur in areas outside of the school.

PROCEDURES FOR DEALING WITH BULLYING

Bullying incidents should be dealt with on an individual basis. The following procedure is designed to serve as a guide.

An atmosphere of trust should exist between students and staff to enable students to voice their fears, either for themselves, or for their classmates. When a student claims that bullying has occurred, the claim must always be taken seriously and never ridiculed or ignored. It should be made clear to the student that the allegation is a serious one. Appropriate action should be swift and sensitive.

Where possible, immediate action should be taken to relieve the situation e.g. moving his/her seat in the classroom, minimising the contact between conflicting students.

Communication/discussion should take place between the student involved in the incident including at least one appropriate member of staff. (Appropriate staff are the member(s) of staff who witnessed the incident or to whom an incident has been reported, the teacher of the victim and/or bully, the Head Teacher. Statements may be taken from the students involved and from any witnesses. Written records may be taken at any stage.

The nature of the incident as observed/reported to by the teacher/responsible adult must be relayed to the Head Teacher and be recorded in writing on the **Bullying Concern Form (Appendix 1)**.

Any member of staff can raise a Bullying Concern Form. The form allows for the member of staff to set the context, summarise evidence and explain the reasons for that concern. There is space on the form to suggest responses or strategies.

A written record should always be kept of the allegation and outcome in the student file and recorded on the PInBAIKBu register.

The incident will be recorded together with the response/ strategies / sanctions taken.

The Head Teacher will ascertain the gravity of the incident by collecting & collating evidence.

The parents of both parties will be informally alerted regarding the situation and will be invited to meet with the Head Teacher (and staff if appropriate) to discuss the matter fully. *(The regularity of occurrence and the precise nature of the matter must be clearly in evidence and emotive terminology is to be avoided.)*

Following an incident of bullying or alleged bullying staff must monitor future relationships and record any concerns on the PInBAIKBu Record and student's file.

The situation will be reviewed as necessary to ensure that the bullying has stopped.

On occasion a student will be bullied outside school or by sibling/s at home, and if this is discovered the child must be helped to become more resilient and understand the fears which motivate the aggressive sibling. Parents are notified in writing if a child reveals acts of intimidation by sibling/s or friends and invited to meet with teachers and therapists to develop a plan to support both children.

ADULTS (STAFF)

Allegations of bullying by staff will be investigated by the Head Teacher and appropriate action taken.

A member of staff who feels that s/he is the subject of bullying (either by a colleague, a student or anyone else with whom they come into contact in the course of their work) may wish to make a note of incidents, dates, times and any witnesses, for future reference. Any member of staff who considers they have been the subject of bullying has the right to be heard and to be given informed advice on how the matter may be resolved.

CYBERBULLYING

This is covered in detail in the ICT Policy.

STAFF TRAINING

All staff are informed, in discussion and support, as part of their training and then subsequently on an ongoing basis to know what constitutes bullying, how to respond to bullying, identify high risk areas and how to support both those who bully and those who are the victims of bullying.

An Ofsted Consultant provides regular visits to evaluate our school and give guidance to continually improve working practices and standards.

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| | <p>The DSL asks questions during morning meetings to test knowledge and check understanding of any aspect of our Anti bullying policy and practices, legislation and guidance, as part of ongoing training and awareness of safeguarding issues.</p> <p>Questions in the morning staff meetings focus on Safeguarding, Health and Safety, Fire Safety, and First Aid.</p> <p>Every student's progress is reviewed and rag rated by the entire teaching and therapy team every Friday at the staff meeting. This is documented in the Weekly Review Form found in the online File Sharing Facility for staff only.</p> |
| Persons with particular responsibilities | Director Head Teacher – Jessica Duemler |
| Other participants and Stakeholders | Parents, students, staff |

Bullying Concern Form

Date: _____

Incident Recorder: _____

Person(s) involved: _____

Bullying Concern Summary

Reasons for Concern

Suggested Response or Strategies

Reported to DSL on

Signed

10 Steps to Stop and Prevent Bullying

<http://www.nea.org/home/51629.htm>

National Education Association USA

Whether you are a parent, an educator, or a concerned friend of the family, there are ten steps you can take to stop and prevent bullying:

1. **Pay attention.** There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. This is where paying attention is most valuable. Engage students on a daily basis and ask open-ended questions that encourage conversation.
2. **Don't ignore it.** Never assume that a situation is harmless teasing. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.
3. **When you see something — do something.** Intervene as soon as you even think there may be a problem between students. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behavior should be addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure to always refer to your school's anti-bullying policy.
4. **Remain calm.** When you intervene, refuse to argue with either student. Model the respectful behavior you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved, as well as the bystanders. Explain to them what needs to happen next — bystanders go on to their expected destination while the students involved should be taken separately to a safe place.
5. **Deal with students individually.** Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved — including bystanders — on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
6. **Don't make the students involved apologize and/or shake hands on the spot.** Label the behavior as bullying. Explain that you take this type of behavior very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy. This empowers the bullied child — and the bystanders — to feel that someone will finally listen to their concerns and be fair about outcomes.
7. **Hold bystanders accountable.** Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behavior is wrong, will not be tolerated, and that they also have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
8. **Listen and don't pre-judge.** It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.
9. **Get appropriate professional help.** Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the student to a nurse, counselor, school psychologist, social worker, or other appropriate professional.
10. **Become trained to handle bullying situations.** If you work with students in any capacity, it is important to learn the proper ways to address bullying. Visit www.nea.org/bullyfree for information and resources. You can also take the pledge to stop bullying, as well as learn how to create a Bully Free program in your school and/or community.