

## Anti-Bullying Policy

### ***Possible changes in behaviour following an acquired brain injury.***

*A common change early in recovery is disinhibition, that is, loss of control over behaviour, resulting in socially inappropriate behaviour. Common complaints include a tendency to make tactless remarks, to laugh inappropriately, and to be over-familiar towards others. A major area of difficulty, especially early in recovery, is that of sexual behaviour - making inappropriate sexual advances or remarks. Abusive or crude language may cause offence. Most people gradually regain control over their behaviour, but those with a severe injury may remain impulsive and/or inappropriate in their actions. A person with a brain injury may tend to speak or act without thinking about the possible consequences of their behaviour. This can lead to embarrassment in social situations, such as if they say an inappropriate remark without thinking that it might upset the person they are speaking to. People with a brain injury are often impatient, intolerant of others' mistakes, and easily irritated by interruptions, which disrupt their concentration. Where this is associated with poor behavioural control, it may result in outbursts of verbal or physical aggression. Headway 2017*

### **Children with ABI may be more vulnerable to displaying bullying behaviour or to being bullied because:**

- They may seem different from other children and in addition may need extra support.
- They may not be able to keep up with others physically or with conversations possibly due to language impairments and slower processing.
- They may have reduced higher level thinking skills e.g. problem solving.
- They may have difficulties making friends e.g. making inappropriate overtures and displaying disinhibited behaviours.
- There can be reduced understanding of non-verbal cues. (e.g. personal space, facial expression)
- Often reduced understanding of inference, so do not understand jokes or teasing and have literal understanding.
- They may not recognise that they are being bullied or that they are bullying others.
- They may have difficulties telling people about bullying.
- They may exhibit bullying behaviour as a defence or as communication attempts.

### **Introduction**

Bullying of any kind is unacceptable, if bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively. We promote the ethos of a TELLING school: anyone, including parents/carers, who is aware that bullying is happening, is expected to tell a member of staff. All staff are expected to be vigilant.

We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

This policy is specifically for incidents where children are involved and reference should always be made to the Surrey Teaching Centre's Ending Bullying and Harassment Policy when staff are the recipients of bullying, intimidation or harassment. Bullying may also be a safeguarding issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Refer to the Surrey Teaching Centre's Child Protection and Safeguarding Policy.

The Surrey Teaching Centre's aims include:

- to encourage in pupils self-esteem, mutual respect, sensitivity, tolerance, co-operation and goodwill in human relationships
- to encourage pupils to understand their rights and responsibilities as members of the local and wider community
- to create and maintain a warm, friendly, calm and purposeful atmosphere and a safe environment

### 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 2017

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be **deemed to be bullying even if the behaviour has not been repeated or persistent** – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### What does bullying look like?

Bullying may be carried out by individuals or groups, and may take several forms: physical, verbal, non-verbal and indirect including online. All staff should be aware that children can abuse other children, often referred to as peer on peer abuse.

Bullying can be related to:

1. race, religion or culture
2. special educational needs or disabilities
3. appearance or health
4. sexual orientation
5. young carers or looked after children or otherwise related to home circumstances
6. sexist or sexual bullying

It can take the form of:

- Physical; pushing, poking, kicking, hitting, biting, pinching, spitting, taking or damaging belongings,
- Verbal; name calling, sarcasm, spreading rumours, threat, teasing, belittling, taunting, mocking, insulting, making offensive comments including using racist, sexist or homophobic remarks, baiting and banter. The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
- Emotional; isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, glaring, turning away from and generally ostracising others, excluding, manipulation and coercion.
- Sexual; unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, upskirting, (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) etc.
- Online/cyber; posting on social media and sending offensive or degrading images by phone or via the internet, sharing photos, sending nasty text messages, social exclusion and sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

- Indirect; producing offensive graffiti, can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence, virtually or physically, of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying: all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff/other adults
- staff
- individuals or groups

Vulnerable groups include:

- young carers
- looked after children
- children with SEN
- bullying related to home circumstances
- bullying related to appearance or health

### **Reporting and responding to bullying**

Our school works in collaboration with The Children's Trust to report bullying including parents/carers, children and young people. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### **Preventative Measures**

#### **Strategies for Preventing Bullying**

Preventative measures are designed to discourage bullying with opportunities for pupils to discuss bullying and to practise interpersonal skills in a range of subjects and contexts supported by The Children's Trust.

- Where appropriate pupils are familiarised with the school's pupil friendly policy on bullying, however for some pupils their level of cognition and experiences will limit their understanding and they will need an advocate.
- Online safety lessons including cyberbullying are delivered as part of PSHE and reinforced throughout the curriculum as appropriate.
- Anti-Bullying Week annually in November.
- Pupil Voice
- Modelling of positive relationships
- Ensuring that images and materials used reflect all groups in British society
- Vulnerable young people are identified by their key teachers, specialist advice from the school and psychology department is provided to pupils' receiving schools following discharge.
- The vulnerability of children is addressed on school reports.
- The school seeks to raise self-esteem by celebrating achievements of all kinds.
- All staff are made aware of the policy and procedures for dealing with bullying incidents.
- Interventions such as peer buddies will be set up if necessary with support from TCT staff and key teachers.

## **Procedures**

- All reported incidents will be taken seriously and investigated involving all parties. The school takes preventative measures in the first instance.

### **Procedures for handling concerns about bullying – child to child (consistent with TCT procedures)**

- All staff receive appropriate training in safeguarding, disability, equality and how to recognise and manage bullying.
- Incidents of bullying may be reported to staff by the victim, another child, another member of staff or a parent, carer, relative or friend.
- Incidents of bullying will be recorded by staff using CPOMs and the parent[s]/carer informed. The alleged bullying behaviour or threats of bullying will be investigated effectively and fairly by a nominated member of staff who is experienced in providing objective investigations.
- For either the child being bullied and/or the child using bullying behaviour a multi-disciplinary meeting should be called by the member of staff raising the concern on behalf of the child. A meeting will be arranged of all relevant people [or their deputies] and a decision will be made about whether to ask the parent[s]/carer/young person to meet to discuss the concern.
- A strategy for managing the situation will be agreed by those attending the meeting.
- Identified staff will work to agreed timescales and report progress to parents and the child, where appropriate.
- Strategies to help those engaging in bullying behaviour are in place in accordance with The Children's Trust Management of Behavioural Needs Policy to support behaviour change over time.
- The situation will be reviewed on a regular basis as agreed to ensure that strategies are sustained.

### **Procedures for handling concerns about bullying – member of staff to child (consistent with TCT procedures)**

Any individual who is concerned that a child may be being bullied by a member of school staff must immediately report their concerns to the Headteacher and DSL. If the concern relates to a Children's Trust staff member concerns should be reported to the Headteacher who will contact:

- their line manager
- a Children's Trust psychologist
- Head of nursing & care

## **Outcomes**

- Wherever possible the child using bullying behaviour and victim will be reconciled through a restorative conference. Other actions may be identified by The Children's Trust psychologist. In serious cases removal from The Children's Trust may have to be considered for the child using bullying behaviour.
- After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not re-occur.

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident which is likely to be the relevant key teacher and given to the Headteacher or Assistant Headteacher (DSLs). The bullying incident will be put onto CPOMs by those raising the concern using the bullying tag.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the management committee as part of the annual report.

The policy will be reviewed and updated in line with the DFE guidelines and will be linked to the School Development Plan.

## **Roles and Responsibilities**

**The Headteacher** has overall responsibility for the policy and its implementation and liaising with the management committee, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

**The Anti –Bullying Coordinator** in our school is: Jackie Winter (DSL)

Responsibilities are:

- Policy development and review involving pupils, staff, management committee, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents with support from the headteacher
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

**The nominated Governor** with the responsibility for Anti-bullying (Behaviour) is:-Diane Smith

### **Links with other policies**

Behaviour for Learning Policy

Child Protection & Safeguarding Policy

Staff Code of Conduct

Whistleblowing

Keeping Children Safe in Education including Allegations against Staff

Health & Safety

Risk Assessment

Intimate Care

Recruitment & Selection

Internet related policies

Equalities Policy

PSHE and Citizenship Policy

RSE Policy

Positive Touch

### **References, Documents and related Policy/Guidance**

- [Preventing and tackling bullying](#) Ref: DFE-00160-2017
- Mental health and behaviour in schools
- [Cyber bullying: advice for headteachers and school staff](#) Ref: DFE-00652-2014
- [Advice for parents and carers on cyber bullying](#) Ref: DFE-00655-2014
- Anti-bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.surreycc.gov.uk](http://www.surreycc.gov.uk) Anti-Bullying Guidance Schools and learning October 2017
- What to do if you are Worried a Child is Being Abused -Advice for Practitioners DFE March 2015
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges. Ref: DFE-00155-2018
- Promoting children and young people's emotional health and wellbeing: a whole school and college approach Ref: PHE publications gateway number: 2014825