



Kindness Empathy Respect Responsibility Honesty Resilience

## HOSPITAL AND HOME EDUCATION LEARNING CENTRE ANTI-BULLYING POLICY

### **RATIONALE**

Everyone who is educated at any of the schools provisions has the right to feel welcome, secure and happy. We are therefore committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying, in any of its forms is **TOTALLY UNACCEPTABLE**.

If bullying occurs, all pupils should be able to tell and know that incidents, however small, will be dealt with promptly and effectively.

We will therefore encourage the concept of a **TELLING LEARNING CENTRE**.

### **WHAT IS BULLYING?**

Bullying is deliberately hurtful behaviour that is usually repeated. It has the intention of hurting. It results in pain and distress to the victim. Bullying can be:

- ☑ Emotional, being unfriendly; excluding; tormenting; etc.
- ☑ Physical, various forms, including spitting.
- ☑ Racist, taunts, graffiti, gestures.
- ☑ Sexual, name calling (both victim and for family) sarcasm, teasing, swearing, spreading rumours.

HHEL C will work hard to distinguish between bullying and simply “falling out”. Children and students will be taught that “falling out”, however upsetting, is common within a school setting and can be resolved more easily.

Where the investigation of a bullying incident reveals a matter that meets the criteria of a Safeguarding incident then it will be dealt with under the Safeguarding and Children/students Protection procedures

### **SIGNS AND SYMPTOMS OF BULLYING**

See Appendix A.

With acknowledgement to “Kidscape” 2

## **THE POLICY**

- Bullying, in any of its forms, is totally unacceptable.
- All staff, children and students, will be encouraged to report bullying.
- All incidents of bullying will be addressed as considered appropriate.
- All children and students, whatever their cultural or ethnic background, will be treated in exactly the same way in accordance with the policy.

## **OBJECTIVES**

- All Management Committee Members, Teaching, and Non-Teaching staff, should have an understanding of what bullying is.
- All Teaching and non-teaching staff should be aware of the policy and follow the reporting procedure.
- All children/ and students should know that HHELC takes bullying seriously and should report it.

## **The Role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **The Role Of The Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children/students know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children/students to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to discuss with other children / students why this behaviour was wrong, and why a child/student is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children/students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The Role Of The Teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child/student who is being bullied. If a child/student is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the children/students parents/carers.

If, as teachers, we become aware of any bullying we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child/student who has carried out the bullying. We spend time talking to the child/student who has bullied: we explain why the action of the child/student was wrong, and we endeavour to help the child/student change their behaviour in future. If a child/student is repeatedly involved in bullying other children/students, we inform the headteacher and the special needs co-ordinator. We then invite the child/student's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children/students in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children/students, we aim to prevent incidents of bullying.

## **THE ROLE OF PARENTS/CARERS**

Parents/carers who are concerned that their child/student might be being bullied, or who suspect that their child/student may be the perpetrator of bullying, should contact their child/student's class teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child/student to be a positive member of the school.

## **REPORTING**

An Incident Report form is to be completed.

See Appendix B.

- **POSSIBLE ACTIONS**
- Bullies and Bullying will be 'Exposed' and 'Tackled'
- Genuine apologies will be sought
- In a more serious or persistent case, other action may be considered
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Incident Report Forms will be included in Personal Report Folders.

## **PREVENTION**

Many preventative and educational approaches may be made, as and when appropriate these may include:

- Display of school / classroom rules
- Signing a behaviour / anti-bullying contract.
- Stories, Poems, writing etc. about bullying.
- Reading stories regarding bullying and their effects.
- Role plays.
- Discussions.

### **Peer on peer abuse**

All staff are aware of the issue of Peer on peer abuse. Peer on peer abuse will be reported in the same way as any other form of abuse, following the procedures in the Safeguarding policy. Sexting is a form of peer on peer abuse and will be addressed under the procedures outlined in the Safeguarding policy.

### **MONITORING AND REVIEW**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children/students involved in bullying incidents.

## **APPENDIX A**

Many of the children/students and young people who attend HHELC may be either bullies or the victim of bullies. It is possible they could be both.

The following list comes with acknowledgement to Kidscape. It is by no means exhaustive.

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts / threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children/students or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses of any of the above
- Behaviour changes

**Appendix B  
HHELC**

<b>Incident Report Form Date:</b>	<b>Place:</b>	<b>Time:</b>
<b>Pupil's Name:</b>		<b>Staff's Name</b>
<b>Other pupils present:</b>		<b>Other staff present:</b>
<b>Types of behaviour observed</b> <input type="checkbox"/> Verbal abuse <input type="checkbox"/> Building/Property damage <input type="checkbox"/> Refusal to cooperate <input type="checkbox"/> Physical abuse/staff/pupil/self <input type="checkbox"/> Bullying <input type="checkbox"/> Sexual abuse <input type="checkbox"/> Absconding <input type="checkbox"/> Sexual activity <input type="checkbox"/> Substance/alcohol abuse <input type="checkbox"/> Theft <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Racist remarks/abuse		
<b>Possible trigger(s)</b> <input type="checkbox"/> Would not follow adult direction <input type="checkbox"/> Difficulty waiting <input type="checkbox"/> Behaviour of another pupil <input type="checkbox"/> Feeling ill <input type="checkbox"/> Upset about something at home <input type="checkbox"/> Tired <input type="checkbox"/> Staff gender <input type="checkbox"/> Medication <input type="checkbox"/> Other (please specify)		
<b>Incident:</b>		
<b>Strategies used during incident:</b>		
<b>Action taken following incident including consequences/sanctions:</b>		
<b>Any further information:</b>		