Reviewed: May 2018

Anti-Bullying Policy – A Personalised Approach

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.
As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support – ultimately leading to successful educational integration
We endeavour to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

Introduction

The disparate needs, disabilities, conditions, profiles, backgrounds and circumstances of our pupils mean that a 'one size fits all' approach is unlikely to be successful. A personalised approach/response/plan will be considered, devised, developed and reviewed. Sometimes the behaviours and attitudes of our pupils are so entrenched that to follow a consequence/sanction continuum would inevitably lead to permanent exclusion.

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Northumberland PRU, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a safe, secure and relaxed atmosphere free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our PRU and **will not** be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

Anyone who is aware of any type of bullying that is taking place has a responsibility to tell a member of staff immediately.

At Northumberland Pupil Referral Unit we believe that we can best safeguard people from bullying by:

- ensuring that everyone is valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion disability, physical appearance or learning needs
- making it clear to all pupils, staff, parents and visitors what bullying consists of and that any form of bullying is totally unacceptable
- providing a system of support to the victim/target and bully, including, where appropriate, the involvement of outside agencies

- informing parents of bullies and victim/targets of incidents and of developments during the investigation of any reports of bullying
- raising the value of the individual, rights and responsibilities and awareness of bullying from the viewpoint of both the bully and victim/target in all subjects, especially PHSE
- making all new pupils, staff, parents and visitors aware of the school's Anti-bullying Policy

Aims of the Policy

- to raise awareness of bullying and create a school ethos which supports the victim/target to disclose and discuss incidences of bullying behaviour
- to bring about conditions in which bullying is less likely to happen in the future
- to minimise and, if possible, eradicate the incidence of all types of bullying
- to ensure everyone understands the reporting processes for any instance of bullying-type behaviours and supports staff in handling them
- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate and appropriate way which deliberately avoids accusation, blame or punishment, focussing on positive behaviour support
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- to provide support for the bully whilst developing strategies to enable bullies to take control of their behaviour
- to inform all stakeholders about the clearly defined procedures and designated people to support the anti-bullying ethos in school

Definitions of Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time that involves an imbalance of power, and that causes any member of the school community to feel uncomfortable, threatened, frightened or distressed. Bullying can leave the victim feeling powerless to defend themselves or stop it from happening, even if the bully does not intend to be deliberately hurtful.

The main types of bullying can be identified as:

- **Physical** - kicking, hitting, pushing, and taking belongings.
- **Verbal** - name calling, taunting, making offensive comments.
- **Emotional** - teasing, shouting, mocking, ignoring, excluding.
- **Prejudice based bullying** - SEN, sexual orientation, sex, race, religion and belief gender reassignment, disability.
- **Indirect** - Excluding people from groups and spreading hurtful and untruthful rumours.
- **Cyber bullying** - The use of technology, text message, emailing, videoing and internet usage deliberately designed to perpetrate any of the above.

Signs & Symptoms

Many children and young people do not speak out when being bullied and may indicate signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of travelling to or from the PRU
- doesn't want to play outside
- begs to be accompanied to the PRU
- changes their usual routine
- is unwilling to go to the PRU (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence

- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss going to the PRU (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- continually ‘loses’ money
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received
- shows signs of self-harm

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Education to tackle bullying
Anti-Bullying content in the curriculum
The school is committed to addressing the issue of bullying through the curriculum. In order to educate the pupils about, and prevent, the issues around it are covered in all years through:

- creative learning
- positive behaviour support
- daily revisiting and understanding of the PRU’s aims and values
- whole school and group agreed Class Charters
- using the curriculum to reinforce awareness – targeted programme of study
- reading stories about bullying or having them read to a class
- having regular discussions about bullying and why it matters
- Anti-bullying Week
- playground activities
- E-safety being frequently discussed and taught
- Community Police Officers speaking to classes
- Whole school fortnightly safeguarding focus
- Reporting to stakeholders/shared advice/support

Northumberland Pupil Referral Unit’s whole school response to bullying
The priority within all cases of bullying will always be to safeguard and protect the target/victim. Parents will always be informed.

The following strategies, actions may be used when considering an appropriate response following a member of staff investigating/looking into the circumstances of a bullying incident.

- Discussion with the victim/target, perpetrator, bystanders, colluders

- Mentoring/coaching of all individuals involved
- Allocate a ‘go to’ member of staff or pupil
- Group discussion
- Restorative justice conversations
- Phone calls home – parents/carers informed
- Meetings arranged with parent/carers and keyworker/class teacher
- Referral to Assistant Headteacher (AHT), Support Services Manager (SSM), Headteacher (HT)
- Meeting with perpetrator, AHT, SSM, HT
- Meeting with parent/carer, AHT, SSM, HT
- Contract re: future conduct
- Restatement of expectations
- Involvement of appropriate multi-agency professionals e.g. Educational Psychologist, councillor, CYPS workers, Social Workers, Family Recovery
- Targeted programmes of study – empathy, friendship, respect, diversity, values, anti-bullying
- Contingency contracts – individual and group
- Break time and/or after school anti-bullying programme
- Isolation from class
- Change of group
- Removal of break times
- Reduced social time
- Increased supervision, monitoring, observation
- Extra-ordinary reviews
- Stop/limit privileges – access to rewards, trips out, golden time
- Withdrawal of trust/responsibilities
- Fixed term exclusion
- Permanent exclusion

The PRU aims not only to stop bullying but to change the behaviour of the perpetrator so that he/she empathises with the victim/target, feels what it is like to be bullied, has a sense of remorse and comes to the realisation that it is wrong to bully.

The PRU attempts to take an educational approach rather than a punitive one. Facilitating the development of appropriate social skills and positive behaviour through the use of targeted interventions, support and educational programmes, and through the use of incentives, rewards and encouragement is of far more benefit than relying on reactions to poor performance when it occurs.

Procedures for reporting incidents of bullying

All incidents of bullying should be addressed by the pupil’s keyworker/class teacher. It is therefore imperative that all reported incidents, alleged incidents; concerns or observations are communicated or passed on to this person.

Any incidents, reports or concerns logged on CPOMS should be tagged to the class teacher and the SSM. The follow up and action should be logged i.e. restorative justice notes, contract, meeting minutes uploaded on CPOMS.

The bullying incident should also be tagged as a communication with a summary of the conversation had with parents/carers. Where the incident/bullying behaviour involves a Looked After Child or child with Children’s Services involvement – the appropriate stakeholder should be

informed. If a child has any other multi-agency support the relevant services should also be informed.

Relevant Legal Guidance

- Children's Act 2004
- Education and Inspections Act 2006
- Race Relations Act (Amendment) 2000
- Disability Discrimination Act 2005
- Preventing and Tackling Bullying DfE 2011

Monitoring, evaluation and review

The PRU will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the PRU.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

_____ ***Chair***

_____ ***Date***

Appendix 1

PRU Responses to Bullying Flowchart

Bullying incident observed or reported.

All incidents of bullying to be addressed by class teacher/keyworker so it is imperative these persons are notified along with the Support Services Manager (SSM) when the incident is reported on CPOMS.

Class teacher/keyworker to investigate incident – take statements discuss etc. and log details on CPOMS.

Consider action plan – strategies to address – personalised as appropriate.

Communication with parent/carer and other stakeholders if necessary/appropriate – summary of conversation logged on CPOMS.

SSM to monitor and follow up to ensure plan is actioned and outcomes are recorded.

Incidents collated and presented at termly Management Committee Meetings and scrutinised by designated member.