



**The Grange  
Therapeutic School**

**ANTI-BULLYING GUIDELINES**

**GP04**

***GUIDANCE FOR STAFF***

This policy was compiled by: The Senior Leadership Team

In consultation with: The School Council

**Revised Date:** Jan 2022

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**Review Date:** Jan 2023

**Revised by:** Owen Whelband

## THE SCHOOL CODE OF CONDUCT

- Show tolerance and respect towards all people
- Respect the schools' and other people's property.

## OUR AIMS ARE

- To provide a safe environment in which pupils can report incidents confidently
- To show all pupils that bullying is taken seriously
- To enable staff to respond calmly and confidently to bullying incidents
- To reassure pupils that the school will protect and support all parties whilst the issues are resolved.

## Introduction

These guidelines are intended to help staff to develop a shared understanding of the problems involved in identifying, containing, reporting and intervening when we face children's bullying behaviour. We need a team approach and a common sense of purpose. We must have a generally understood framework for action and procedures that are clear and workable. Our hope is that the following policy will provide structures appropriate to these tasks.

This is an extremely important area. We work with children who exhibit social, emotional and mental health difficulties. They have often been hurt themselves. They often seek to retaliate against people and things. Containing these complex and persistent aggressions within the peer group is one of our primary professional tasks. Any failure to do so will release sub-cultural peer group reactions, which may have serious consequences for a number of our pupils. We need to be aware of these peer group dynamics. We have to monitor the peer group very carefully for signs of intimidation and bullying. We must then take considered and decisive action.

## Our obligations

In developing a whole school policy towards bullying we start with the knowledge that this behaviour, in all its forms, has occurred from time to time in the school. This is true of every school. It is an on-going feature of working with children with a statement of special educational needs or EHC plan and social, emotional, behavioural and mental health difficulties. Many students come to us with a history of being a victim of bullying and also involved in bullying. It will occur again. This is the reality of our working situation. The frequency and intensity of this problem will depend largely upon the ethos of the school, the intervention strategies we employ and our capacity to contain and manage the interpersonal behaviour of our pupils.

This implies a vigilant and consistent approach by all staff. We face an additional responsibility in the fact that some of our pupils are boarders. They are exposed to each other for far longer periods of time than in the day school. They do not go home to families at the end of the day. We carry, therefore, a duty of care for every pupil placed with us. Many are particularly vulnerable given the nature of their previous experiences. Our policy on bullying is an important aspect of our professional obligation to create a caring and protective environment for our pupils.

## What is bullying

There are many definitions of bullying. At The Grange, we see it as inappropriate behaviour from an individual pupil or group of pupils towards another pupil that is deliberate, may be repeated over time, and is hard for the individual to defend against. It is essentially an abuse of power by a stronger pupil(s) against a weaker one. The advantage in strength may be physical, emotional or verbal; it might be real or imagined; and can be expressed individually or collectively with others.

The school council believe that bullying must be incidents that happen several times and on purpose.

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Examples of bullying in our context would include:

- Hitting and punching
- Kicking
- Spitting
- Spoiling someone else's belongings
- Calling names
- Excluding or deliberately isolating a pupil
- Giving nasty looks
- Making racist, homophobic, transphobic or sexist remarks
- Making comments about another pupil's family
- Picking on a weakness
- Spreading rumours
- Preventing somebody from joining a game
- Not talking to someone or getting other people not to talk to another pupil
- Putting pressure on another pupil – for example, to run errands and do jobs, to give up possessions, to bring things from home
- Forcing a pupil to engage in sexualised activity or behaviour
- This may often constitute peer on peer abuse

#### Cyber Bullying

- Unkind or inappropriate mobile phone text messages or images
- Unkind or inappropriate contacts on social networking sites.

The school Safeguarding Policy, Peer on Peer abuse and the E Safety policy gives advice to staff on how to support students to prevent and deal with incidents of Cyberbullying.

#### **Emotional and Physical Symptoms Linked to Bullying**

It is often hard to spot children who are experiencing bullying. By its nature, it is an insidious activity that usually goes on out of sight of staff. The victim is often reluctant to come forward because they feel that 'telling' might only make matters worse for them and make the situation worse. The following symptoms might be an indication that a pupil is being bullied.

#### **Emotional symptoms**

- Lost confidence
- Loss of self-esteem
- Irritability
- Aggression
- Panic attacks / anxiety
- Depression

#### **Physical symptoms**

- Nausea
- Shaking
- Heart racing
- Laziness
- Skin complaints

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- Stomach aches
- Migraines and headaches
- Sleeplessness

#### **Who bullies**

A significant number of our pupils experience home circumstances which foster the development of bullying attitudes – for example:

- Poor parental role models
- Aggressive male figures
- Poor relationship with parent or carer
- Inconsistent punishment by parents
- Physically and verbally aggressive adults

#### **Who are the victims**

Any child can be bullied. There are, however, certain risk factors that will make the experience of bullying more likely. They include:

- Lacking close friends in school
- Being shy
- Coming from an over protective family environment
- Being from a different ethnic group to the majority
- Being different in some obvious respect from the majority
- Having particular educational, social or medical needs
- Being a Looked After Child
- Being a carer
- A child who behaves inappropriately with others, barging in on games or provoking negative responses from others.

None of these characteristics can excuse allowing a child to be bullied.

It is safe to assume that we are always going to have to manage a proportion of children in our school who are potential (and actual) bullies and victims.

#### **Our School Policy and Practice**

The following guidelines provide a framework for our legal obligations and our responsibility for dealing with bullying. These have been compiled with reference to the DfE departmental advice ‘Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies’ October 2014 and ‘DfE Supporting Children and young people who are bullied: advice for schools March 2014’.

They are aimed at creating an ethos that -

***will not tolerate the oppression of one person by another***

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These guidelines aim to establish a whole-school policy and contain both long and short-term strategies that involve the school organisation and curriculum:

1. All pupils, parents and staff must recognise that any form of bullying is completely unacceptable in our school. This message will be made explicit when a child and his family/carers first come for interview; it will be stated very clearly in the pupil's handbook and will be reiterated regularly in school assemblies, tutor time and residential house meetings.
2. No member of staff or pupil must ever ignore a pupil being bullied or in distress as a result of being bullied. No statement of bullying must ever be discounted. They must be recorded and thoroughly investigated. In a residential school there is always extra potential for surreptitious aggression. Seeing and doing nothing is professionally indefensible. It implies support for the aggressor and is just about the worst response an adult can offer. It offers no help to the victim and is an act of collusion with the bully.
3. Every case of bullying must be followed up immediately. The member of staff dealing with the incident must make an initial judgement as to its severity. More serious cases must be referred to a member of the Senior Leadership Team.
4. Any adult witnessing must write an incident report (*use the Sleuth school recording system*) stating:
  - When?
  - Where?
  - What happened?
  - Who was involved?
  - How they dealt with it.
  - Action to be taken.
5. Victims need to be given support. They will need re-assurance that the matter will be dealt with sensitively. Victims are entitled to positive action: stopping the bullying immediately without implying that they are the cause of what has been done to them.
6. The priority is to ensure that children who are victims of bullying are given structured support through care, therapy and education staff. This should be accomplished through the existing communication, handover and referral systems already in place. As members of staff, we must ensure that this happens.
7. Adults dealing with an incident must not be physically or verbally aggressive towards the aggressor. *We must never bully the bully.* It gives credibility to the behaviour we seek to eliminate. We do, however, act very firmly and purposefully in our interventions with children who are producing anti-social hostile behaviour towards others.
8. The member of staff must make the unacceptable nature of the behaviour and its consequences clear to the bullying child. The sanctions available for minor incidents are outlined in the school policy on Promoting Good Behaviour and Discipline. Something must be done; staff should discuss the incident with the child and appropriate staff. The pupil must see that any form of bullying is taken seriously.
9. More severe incidents will be dealt with by senior staff. The parents, the Local Authorities, and the social worker (if applicable), will be informed.
10. Exclusion will be considered when there are repeated incidences of bullying. Headteacher will make this decision; it will only be used under very special circumstances (See *Guidelines on Exclusion*).

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11. The school will not hesitate to exclude pupils whom they believe jeopardise the safety of other children or continually threaten their right to safety. This will be used only after very careful consideration by staff and full consultation with parents and referring agencies.
12. In the case of a child making a complaint of bullying, appropriate staff will be identified (usually the tutor, PSW or therapist) to carry out individual work with that pupil to ensure that the pupil's complaints have been effectively dealt with and the pupil continues to receive support.

**Positive steps to prevent bullying:**

1. Always be aware of the school's physical environment. It is difficult to specify where bullying is likely to occur in buildings and grounds such as ours, but by visiting 'quiet' locations frequently and by knowing where all the children you are responsible for are playing/occupied (and with whom), difficulties are less likely to occur. Staff should familiarise themselves with the area risk assessments that deal with location based bullying and ensure that the control measures detailed for each area of the school estate are followed.
2. Good supervision is a key requirement for controlling bullying behaviour and ensuring the safety and security of pupils. All colleagues will follow school policies with regard to supervision both during activities and especially during unstructured 'free time'. Break and lunch supervision rota's must be followed to ensure pupils are supervised. The school's Area Risk Assessments provide further information.
3. Effective supervision arrangements of students using the IT suite must be in place.
4. All staff must be vigilant for the early signs of distress in pupil such as isolation, a desire to remain with adults all the time, erratic attendance (*Although these behaviours may be symptomatic of other problems, they may indicate that bullying is taking place*).
5. Be observant for any other indications that a child is being targeted. Personal equipment, belongings being 'lent' or going missing. Money being 'lost' clothes being damaged, bruising or injuries.
6. Children must not 'buy off' the bully with sweets or other 'presents' and they must never give in to demands for money. They are strongly recommended to talk to a member of staff, a pupil they trust or any name in their pupils' handbook (see Safeguarding policy and the pupils' handbook).
7. Children are not encouraged to hit back. We are a 'talking' school and never advocate aggression as a means of solving problems. It may well also be contrary to the child's nature. We seek to resolve conflict creatively and constructively.
8. Non-violent behaviour must be recognised and celebrated. The means of rewarding it are detailed in the school's Promoting good Behaviour policy.
9. Any sexist or racist comments must be challenged. Once again, a failure to act implies concurrence.
10. Work to develop the empathy of the bully, for them to understand the nature of their actions and the effects must be a priority.

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Within the residential houses, the 'Personal Support Work' session encourages residential pupils to talk about incidents or previous experiences. Their views are recorded and Personal Support Workers are responsible for discussing further action needed with their Team Leader to address any issues of bullying.

Our day pupils are encouraged to seek support from their Tutors and pastoral staff that will offer opportunity for a confidential discussion and will take responsibility for any further action needed.

All pupils will be offered the opportunity to keep a log of the bullying incidents; this will be discussed and monitored with Personal Support Workers, Tutors or Pastoral staff. The information recorded will help to decide what further action may need to be taken. Action may include restorative justice or mediation (see Appendix A).

Bullying as a subject will be addressed in the following ways:

**Education:**

Through assemblies, bullying can be addressed directly. The school curriculum addresses the issue of bullying in various ways. Personal, Social and Health Education addresses the issue directly and attempts to make students aware of the issue of bullying, and its implication for all concerned. It also attempts to equip students with the knowledge and skills necessary to deal with the various forms of bullying, which may occur.

Within our teaching British Values policy, the emphasis is on care and respect for one another and an acceptance and acknowledgement of the different qualities each student brings to the school.

In English opportunities which arise from the study of literature are used to examine bullying and its consequences. Science, Art, Music and Physical Education directly encourage teamwork and sharing as do most other subjects on the curriculum. The use of restorative practice also plays a role.

**Care:**

Care staff use group pupil meetings to encourage discussions and look at underlying issues, individual Health, Care and Placement Plans and Personal Support Work to meet the challenge for direct work with pupils that bully and a bullied pupil.

**Therapy:**

Individual therapy – particularly with regard to exploring the reasons for a pupil's bullying/victim behaviour.

**Ancillary/domestic staff** are encouraged to report any incidents of bullying that they see. This coincides with their role in the school's policy on behaviour and discipline. It is discussed as part of the Safeguarding training they receive.

**Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. This behaviour may also be deemed as being non-criminal bad behaviour.

Where bullying/non-criminal bad behaviour outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

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## Monitoring

The monitoring of bullying should have regard to information about incidents of bullying and how they were resolved, both immediately and over the longer term. Monitoring procedures can be used for two purposes:

- To enable schools to follow up and record progress. Individual incidents which, on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. Monitoring can be helpful in identifying such patterns
- To establish whether or not our anti-bullying practices are really being effective.

Records of incidents are now recorded through an electronic system that can show whether bullying is becoming less frequent or changing in nature. The results can provide insights into ways in which practice needs changing or adapting.

## November 2016 - School Council consultation

The Anti-Bullying Alliance theme for anti-bullying week in November 2016 was 'Power for Good'. The message was that all students had the power to help prevent bullying by how they treat and help each-other. This message was the basis of a whole school assembly and included advice to students about what behaviour is bullying. The school council met before this assembly and felt this advice was useful and should be used alongside advice given in the Pupil Handbook.

The School Council felt the flow chart in the current Pupil Handbook supported students who are worried, feel bullied or want to make a complaint (appendix b). The school council felt this chart and the advice about what is bullying (see Appendix C) should be displayed in each Tutor room and the common room.

## Conclusion

In conclusion the following points are worth re-iterating:

**Bullying does not stop of its own accord.** All staff acting with a common purpose, through a commonly understood set of procedures. There is no perfect system for eradicating this problem. It is ever-present and needs to be dealt with firmly and constructively as part of the therapeutic ethos of the school.

**Small children who are bullied tend to become larger children who seek to bully others.** We need to break this pattern. We need healthy traditions which can only emerge from children feeling safe within our environment. How children treat others depends very much on how they themselves are treated. We must at all times protect them from the bully.

**Children in residential schools cannot leave a threatening context behind them at the end of the day.** We need, therefore, to follow our system for identifying this behaviour very carefully and to ensure that we record and communicate what has been happening to other members of the team. This gives protection and security for the child across the residential school experience.

**A successful anti-bullying policy can influence a reduction in general anti-social behaviour in the school.** This enhances the personal and social environment of the school. It gives the personal safety and protection to each child which is his right and which we must constantly vigilant to maintain.

**Commented [OW1]:** Do we want to add something more recent and have any of the appendices changed?

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Further advice and information for all staff and pupils can be found at -

**Publications and websites:**

*Preventing and Tackling Bullying - Department for Education October 2014*

*Supporting children and young people who are bullied: advice for schools Department of Education 2014*

[www.bullying.co.uk/advice/advice](http://www.bullying.co.uk/advice/advice) - schools

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

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**Appendix A**



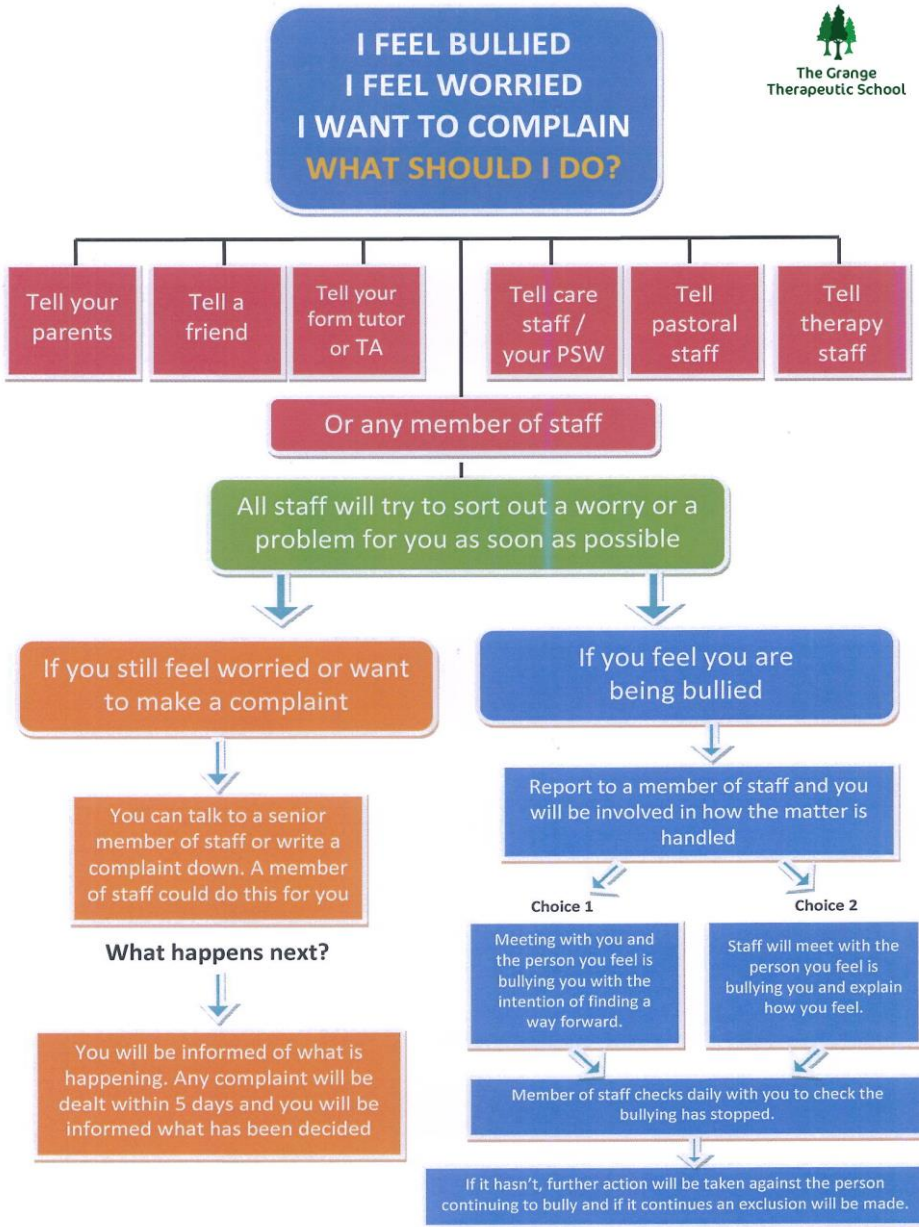
**Bullying Diary**

Keeping a record about the bullying you've experienced can be really helpful, you can show it to an adult you trust.

<i>Date and time</i>	<i>What happened?</i>	<i>Who was involved?</i>	<i>Was anything taken?</i>	<i>Did anyone else see?</i>	<i>Where did it happen?</i>

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Appendix B



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**anti-bullying alliance**

## Is it bullying?

Rude	Mean	Bullying
<ul style="list-style-type: none"><li>• Unintentional</li><li>• Hurtful</li><li>• One-off</li></ul>	<ul style="list-style-type: none"><li>• Intentional</li><li>• Hurtful</li><li>• One-off</li></ul>	<ul style="list-style-type: none"><li>• Intentional</li><li>• Hurtful</li><li>• Happens more than once, even when you ask them to stop or show that you're upset</li></ul>

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