



ANTI-BULLYING POLICY

ANTI-BULLYING POLICY

Children's Homes NMS Standard 3: Promoting Positive Behaviour and Relationships

Regulation 17: Behaviour management, discipline and restraint

Outcome

Children enjoy sound relationships, interact positively with others and behave appropriately

Children's Homes NMS: Standard 4: Safeguarding Children

Regulation 16: Arrangements for the Protection of Children

Outcome

Children feel and are safe. Children understand how to protect themselves; and feel protected from significant harm including neglect, abuse and accident

Statement of Intent

Shelldene House is committed to providing a caring, friendly and safe environment for all of our young people so they can live in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and home. If bullying does occur, all children and young people should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* home and school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Children and young people attending Shelldene House School and Children's Home can be very vulnerable due to their previous experiences.

Children and young people with behavioral, emotional and social difficulties may not have sufficient social understanding or social awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying.

Similarly, children and young people with who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults.

This means that all staff at Shelldene House have a duty to not only be aware of such behaviours and of any child involved, but also to respond appropriately to instances of bullying behaviours. Shelldene House can draw upon skilled and knowledgeable professionals, to help devise strategies to manage and reduce bullying behaviours and their effects.

This policy, whilst taking into consideration the difficulties being experienced by children and young people at Shelldene House, will include all aspects of potential areas of Bullying. All staff must be aware of the severity of Bullying and the categories they may have to address in different areas of their work. Bullying is not restricted to children and young people but can also involve colleagues; Employees of Shelldene House must challenge any incident of Bullying.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children and Young People who are bullying need to learn different ways of behaving.

Schools and Children's Homes have a responsibility to respond promptly and effectively to issues of Bullying.

Objectives of this Policy

- All staff, young people, parents and local authorities should have an understanding of what bullying is.
- All staff young people, parents and local authorities should know what the home policy is on bullying, and follow it when bullying is reported.
- All young people, parents and local authorities should know what the home policy is on bullying, and what they should do if bullying arises.
- Shelldene House takes bullying seriously. Children and Young people, parents and local authorities should be assured that they would be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (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
- feels ill in the morning
- begins to do poorly in school work
- 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)
- 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 or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. As some of children and young people at Shelldene House Home and School may live together and attend school together all staff must be aware of additional risks that are involved and monitor and support young people positively (not oppressively) at all times. Staff must be aware of the above signs and symptoms in both the home and school environments

Procedures

1. Report bullying incidents to senior designated staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) Refer to the Shelldene School and Home Restorative Behaviour and Relationship Policy, consider what Restorative action needs to be taken
- 3) If possible, the young people will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Complete the necessary forms , see forms attached.

Prevention

We will use the Bullying Intervention Group (BIG) methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of home/school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly having discussion during in house meetings.
- Making up role-plays
- Having discussions about bullying and why it matters
- We will use restorative circles and meetings
- We will have a 'Children's Champion" who will work with the adults in the implementation of our anti bullying strategies.

Strategies for Managing Bullying Behaviours in Children and Young People

Staff need to be skilful in observing the outcomes of the children's behaviours. For example, some children with Behavioral Difficulties may seek adult attention. For them, to use a behaviour directed against another child is a way of achieving this attention. Children with Behavioural Difficulties are likely to be unaware that certain behaviours are socially unacceptable.

For many children with Behavioural Difficulties, "any attention is good attention" and so inappropriate adult intervention could potentially reinforce the bullying behaviour. In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve adults deliberately diverting the child's attention away from one behaviour to a new activity, or giving the child "time out" away from the classroom, playground or other physical setting. "Time out" can be an effective way of withdrawing adult attention. It is important that the child or young person is helped to develop understanding that the reason for being given "time out" is his or her behaviour.

Saying or signing “Kicking is sad!” can for example, achieve communicating the reason for disapproval of the behaviour. Other strategies may include assigning a one-to-one adult to monitor the bullying child or young person at playtimes and to manage “timeout” in a quiet part of the playground.

It is also important to refer to the Shelldene House and School Behaviour Policy. The Rights and Responsibilities in the Behaviour Policy is a useful starting point for circle time, house meetings and PSHE activities, especially work about personal feelings, how we can be kind to each other, what makes us feel sad, and keeping our hands and feet to ourselves.

The strategies being employed to overcome a child's potential or actual bullying behaviour must be recorded in the child's placement plan and Individual Risk Assessment. The placement plan and Individual Risk Assessment will be shared with the child's parents, social workers, care staff and teaching staff.

Strategies need to be carried out over a specific time span and their effectiveness reviewed. It is important that strategies are shared with all the adults who are involved with the care of the child so that there is a consistency of approach at school, children's home and at 'parental' home.

It is also important to help the child or young person with Behavioural Difficulties who is the target of bullying behaviour, particularly as he or she may have difficulty communicating about their experiences. The child or young person should be able to communicate in his or her preferred mode, for example Makaton signing, using augmentative communication or speech, to an adult skilled in this preferred communication mode. For example, social skills training may help him or her to become more assertive, to show less anxiety, and say or sign, "No!" There must also be a designated adult primary care worker to whom the child can go to communicate about anxieties or fears, particularly if these concern bullying behaviours. The child needs to understand that he will always be "safe" if he does this. The Primary Carer is responsible for sharing information with other members of the team and completing the Placement Plan and Risk Assessments.

Bullying and the Shelldene School Curriculum

In all work with children and young people, staff emphasise the importance of developing social skills, including respect for the feelings of others. Where children have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate.

The Shelldene School Curriculum builds on this through activities, which include PSHE, Circle Time, PE, Snack Time, Language and Communication sessions, and group work to develop an ethos of co-operation and respect for everyone.

Staff are important role models for the children and young people. The behaviour of adults towards each other and towards the children is a potentially highly effective

tool for preventing and for decreasing bullying behaviours in children with Behavioural and attachment disorders.

This Policy produced under the guidelines of 'BIG' and previous guidelines of Shelldene House School Policy

This policy must be read in conjunction with;

- Shelldene House and School Behaviour Policy
- Shelldene House and School Physical Intervention Policy
- Shelldene House and School Whistleblowing Policy
- Shelldene House Allegations of Abuse by Staff Policy

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
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