



Countering Bullying Policy

This Policy applies to all staff, volunteers, sessional workers, agency staff, and anyone working on behalf of Quorn Hall School, students, parents/carers, external agencies and members of the public.

Introduction

Quorn Hall School is committed to a safe and secure environment in which every child and young person can learn effectively in line with DfE guidance. Bullying will not be tolerated at Quorn Hall School. It is the responsibility of all students, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur and this policy provides a framework and procedure to effectively manage it.

The school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Quorn Hall. Students and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying. The ethos and school curriculum reflect these values through discussions in school council meetings, resident's meetings and through the school's counter bullying strategy at the end of this policy. The countering bullying policy is available to all students, parents, staff and other relevant parties.

Definitions

Bullying can be defined as a persistent, deliberate attempt to hurt or humiliate.

There may sometimes be misunderstanding about the meaning of the term 'bullying';

one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

There are various types of bullying, but most have three things in common:

1. It is deliberate and hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

Physical

Examples of such bullying may include:

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property

Verbal/Psychological

Examples of such bullying may include:

- Threats or taunts
- Shunning/ostracism
- Name calling/verbal abuse
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Cyber

Examples of such bullying may include:

- Abuse on-line or via text message
- Interfering with electronic files
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc.
- Interfering with email accounts

Racist

Examples of such bullying may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Refusal to cooperate with others on the basis of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity etc.
- Promoting offensive materials such as racists leaflets, magazines or computer software

There is a clear procedure for dealing with racist incidents that includes notifying the Senior Leadership Team (SLT) of any racist incident, so that this can be followed up and logged in the Racism/Incidents Log that is kept and monitored by the SLT.

Faith Based

Examples of such bullying may include:

- Negative stereotyping, name calling or ridiculing based on religion

Sexist

Examples of such bullying may include:

- Use of sexist language
- Negative stereotyping based on gender

Sexual Examples of such bullying may include:

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Homophobic:

Examples of such bullying may include:

- Name calling, innuendo or negative stereotyping based on sexual orientation
- Use of homophobic language

SEN/Disability

Examples of such bullying may include: Name calling, innuendo or negative stereotyping based on disability or learning difficulties; excluding from activity on the basis of disability or learning difficulty.

The Disability Discrimination Act (1995) places a duty on schools to ensure that any person with 'a physical or mental impairment, which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities' is not subject to discrimination.

Gifted/Talented

Examples of such bullying may include:

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

The above categories of bullying are not mutually exclusive

Principles

- to recognise that some students at Quorn Hall may experience some form of bullying
- risk assessments are developed to minimise the risk of bullying occurring
- to give the clear message that bullying in any form will not be tolerated in the school
- to ensure all allegations of bullying are properly investigated and appropriate action taken
- to provide a framework for investigating bullying that enables all people involved to recognise their responsibilities to each individual student
- to encourage the development of an environment and a climate in which students feel safe and value, and in which bullying cannot flourish
- to provide advice and training to all staff on the implementation of the countering bullying policy
- countering bullying will be a central aspect of PHSE
- encourage best practice
- Students are aware that they can contact NSPCC/Child line and/or Ofsted at any time and contact numbers are displayed around the school.
- the student council will be involved in Countering Bullying initiatives

- Quorn Hall School will then become a safer and happier environment with consequent improvement in attitude, behaviour, and relationships with a positive impact on learning and achievement.

Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people.

Sometimes whole organisations can bully.

Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded.

Staff and students are capable of bullying and of being bullied.

Signs and Symptoms of Bullying

- Is frightened of walking to or from school or changes route
- Doesn't want to go on school transport
- Begs to be driven to school
- Changes in their usual routine
- Isn't willing to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, destructive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night and/or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn and/or property missing or damaged
- Asks for money or starts stealing money
- Has dinner or other monies continually lost

- Has unexplained cuts and bruises
- Comes home starving
- Bulling others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour

What Causes Bullying

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- Look good in front of other people
- To feel popular
- Because of peer pressure
- To be big/clever
- For fun
- Because they are being bullied themselves
- Easy target

How Can we Prevent Bullying

- Having an effective countering bullying policy and practice
- Regular praise of positive and supportive behaviour by all staff
- Any incidents treated seriously and dealt with immediately
- Information displayed in school for all staff and students
- All staff to receive Induction training to be aware of countering bullying policy
- Discussion in school council and resident's meetings
- Home/school communication

Staff Procedures

Staff must be very clear of their role in supporting students to report incidents of

bullying.

It has been shown through research that students who bully have often been bullied themselves, but bullying may occur because a student is unhappy, jealous or lacking in confidence.

In order to maintain an effective strategy for dealing with bullying each staff group needs to challenge the traditional ideas about bullying e.g.

- It's only a bit of harmless fun.
- It's all part of growing up.
- Students just have to put up with it.
- Adults getting involved make it worse.

Clear messages must be given that bullying is not acceptable.

Students must be reassured that significant adults involved in their lives are dealing with bullying seriously.

A climate of openness should be established in which students are not afraid to address issues and incidents of bullying. Bullying must never be kept a secret at Quorn Hall School.

Any incident of bullying should be taken seriously and recorded in the bullying book. Students should be aware of the options available to them if they feel the matter is not being dealt with satisfactorily.

Respond appropriately. A range of active listening techniques which provide a more helpful response include:

THE LISTENER: Listening patiently with full attention, encouraging clarifying, restating, reflecting, validating, summarising.

THE DETECTIVE: Investigating the situation sensitively and patiently.

THE SUPPORTER: Seeing their side, acknowledging and allowing expression of their feelings.

THE COACH: Checking out what help is being asked for and offering practical, realistic help.

- Ascertain the nature of the bullying; consider the student's safety at all times. If the bullying is that of a physical assault, medical attention should be sought. Also consideration should be given in respect of police involvement, are there child protection issues to consider, staff should consult SLT.
- Give reassurances. Let the student know you are pleased they have been brave enough to tell, say you believe them and you are sorry it has happened, stressing that it's not their fault.
- Offer counselling/support to the bullied and the bullying student.
- Anticipate an emotional reaction from the student such as guilt, shame or anger.
- Find a quiet place and set aside enough time to talk, approaching the issue as a problem to be solved and as a learning experience.
- Staff should always give due consideration and be aware of any underlying issues in relation to race, gender and sexuality. This should be addressed and challenged accordingly.
- Parents should be informed of incidents of severe or prolonged bullying.
- They should also, when applicable, be involved in supporting programmes devised to challenge bullying behaviour.
- All incidents should be recorded clearly and concisely on the student's file and specific incident reports completed within 24 hours
 - Any injuries should be recorded and cross-referenced in the Accident Book.
- Quorn Hall will create an anti-bullying climate within the school that is conducive to equality of opportunity, co-operation, and mutual respect for differences.
- Never ignore victims of bullying, always show an interest/concern.
- Publicly acknowledge the bullied student's distress.
- Organise quality groups/circles, which allow students to work together to identify their own problems, causes and solutions with sensitive facilitators.
- Encourage interdependence and feelings of mutual respect, reciprocity, compassion and assertiveness.
- It is important when addressing bullying behaviour to avoid accusations, threats or any responses that will only lead to the student being uncooperative, and silent.

- Focus on the bullying behaviour rather than the student, explore, and where possible deal with the reasons for the behaviour. Staff should regularly carry out recorded risk assessments of the times, places and circumstances in which the risk of bullying is greatest and take action to reduce it.
- Assess what he/she does and what he/she gets out of it.
- Give a clear explanation of the extent of the upset the bullying has caused, encourage them to see the bullied student's points of view, reward any good behaviour towards other students.
- Closely monitor the student (bully and bullied) within the school.
- If a culture of bullying continues to prevail and any student feels the issue remains unresolved then staff should ensure that the students are aware of the avenues open to them, including reporting to parents, social worker, NSPCC/Childline or Ofsted.

Current Counter Bullying Strategy:

Bullying as a topic will be taught in KS2 and 3 in PSHE lessons – assessments from this topic will include posters on Word/Publisher, that will be distributed to classrooms.

Student council will be asked to complete a 'How safe do I feel?' questionnaire regarding bullying at school (this will include safe zones around site).

All students will complete a questionnaire

Collective reflection will focus on respect and at least one collective reflection theme a term will focus on Counter Bullying.