



# KISIMUL GROUP

## Operational and Education Policy and Procedure

### Anti-bullying

#### **Policy**

Kisimul Group operates a whole school policy which has regard to the Department of Education 'Preventing and Tackling bullying: Advice for School Leaders and Governors', October 2014 and 'School Support for Children and Young People Who Are Bullied', 2014. Likewise the school references 'Keeping Children Safe in Education April 2014, and associated guidance for keeping children and YP safe from harm. The Group has formulated a set of strategies within the whole organisation. The strategies enable staff to be aware of the possibility of bullying and staff will be taught how to act effectively to curtail any incidents of bullying. The strategy provides a framework within which any actions can be implemented and their effectiveness reviewed. All staff will be trained appropriately with regard to bullying and its implications. This policy sits alongside the behaviour policy and the child protection and safeguarding policy in referencing the following broad principles of rights for children and young adults placed within Kisimul schools.

Everyone has the right to be heard  
Everyone has the right to feel safe  
Everyone has the right to feel valued  
Everyone has the right to feel understood.

Bullying – the wilful, conscious desire to hurt, threaten or frighten someone which can and does take place over an extended period of time. No-one shall be subject to torture or degrading treatment or punishment (Article 3 of the Human Rights Act 1998).

It is the objective of Kisimul Group to ensure that bullying takes place as little as possible and that effective countermeasures are implemented. In our particular circumstances it is imperative that the staff are vigilant, as many of our children/young people cannot communicate properly and are in a potentially vulnerable situation. Good communication within the group helps anti-bullying procedures to operate effectively.

#### **Procedure**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet, or homophobic bullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender,

sexual orientation, or because a child/young person is adopted or has caring responsibilities. It might be motivated by actual differences between children/young people, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our group's first priority but emotional bullying can be more damaging than physical; teachers and care staff have to make their own judgements about each specific case.

Bullying on the grounds of race, disability, age, gender, gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation also has regard to Equality Act 2010 and in particular the Equality Duty, which came into force in April 2011.

Kisimul Group has strict procedures when dealing with incidents of bullying. These procedures are to be followed by all staff both in the residential and the school setting.

It is the objective of Kisimul Group to ensure that all incidents of bullying are dealt with as quickly as possible and that the bully is made aware that this kind of behaviour will not be tolerated.

- All staff and children/young people are to be made aware that bullying is wrong and will not be tolerated.
- Children/young people to be taught to say no and how to ask for help.
- Any victim of bullying should have the opportunity, and should be encouraged to seek out a member of staff for advice.
- With constant staff supervision children/young people should only have a very limited opportunity to initiate bullying.
- If staff become aware of bullying or have any indication that it is taking place they must intervene immediately.

## **Intervention Procedures**

### **Immediate steps to be taken by staff when dealing with a bullying incident:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Information about the bully and his/her tactics is to be recorded in the handing over file and must be discussed at handing over times and within the team meetings.
- A clear account of the incident will be recorded and given to the Head Teacher or the Head of Care, who will maintain a record of how the incident is dealt with and resolved.
- . Appropriate teachers and classroom assistants will be kept informed and requested to continually observe interactions between the pupils.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

### **Children/young people who have been bullied will be supported by:**

- Re-assuring the victim by offering help and support. Ensure that they realise that asking for help is the right thing to do.
- Assure the victim that prompt action will be taken to stop the bullying.
- The victim must be reassured that if any reoccurrence of bullying takes place they will be supported by staff.
- Kisimul has clear and visual anti-bullying displays within school and care that identify procedures for learners who feel anxious or worried about issues of bullying. These also reference pupil questionnaires with augmentative communication that can provide additional opportunities to relate concerns.

### **Children/young people who have bullied will be supported by:**

- Explaining that he/she has been accused of or caught bullying.
- Encourage the bully to understand the victim's point of view.
- Explain that this is unacceptable behaviour and makes other children/young people unhappy. The anti-bullying information provided for pupils will be used to reinforce this.
- Impose sanctions in accordance with the individual's behaviour strategy. Be aware that any aggressive actions give the message that it is all right to bully if you have the power.
- Explain that if bullying continues further sanctions will have to be imposed, and how, i.e. withdrawal of privileges.

### **Other agencies which may need to be informed by staff team:**

- Parents.
- Children/young peoples' social worker / placing authority.
- OFSTED under a notifiable incident if appropriate e.g. if it constitutes a serious incident.
- In case of a serious incident of bullying that is deemed to be a child protection issue the child protection and safeguarding policy will be implemented.

## **Prevention**

### **In order to prevent bullying from taking place, staff are encouraged to:**

- Involve child/young person, parents and child/young persons' representatives from LAs where necessary.
- Regularly evaluate and update the Group's approach to bullying.
- Openly discuss differences between people that can motivate bullying through the school curriculum, such as ethnicity, gender, disability, or sexuality.
- Use specific organisations or resources for help where appropriate, e.g. LADO.

- Provide effective staff training and highlight the bullying policies and practices in staff inductions.
- Make it easy for children/young people to report bullying.
- Create an inclusive and open environment.
- Celebrate success and recognise achievement.

There will be reduced opportunities for bullying in school and care where there is a general encouragement of tolerance and consideration/respect for others (Croner 2000).

An overview of Kisimul practice and scope to deal with issues and episodes of bullying is outlined in Appendix 1.

**Cruckton Hall is a subsidiary of Kisimul Holdings Limited and as such will adopt relevant policies, where appropriate, from Kisimul Group.**

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## Appendix 1 – Kismul anti-bullying overview

### Anti-Bullying Resource boards

The anti-bullying resource boards are located in school and are designed to be accessible to all pupils. There are a variety of resources available including;

- Motivational phrases – to encourage the pupil's to have a positive outlook on their relationships with others and to model acceptable and unacceptable behaviours.
- Anti-bullying social story – to give our more able pupil's a more detailed explanation as to what bullying is and why we shouldn't do it in an attempt to discourage them from displaying these behaviours.
- Pictures of staff who are available to talk to if a pupil feels they need to.
- Childline and Lincolnshire safeguarding children phone numbers for the pupils to use.
- An interactive emotions board with symbols of emotions which the pupils can remove and give to staff to tell them how they feel.
- Pictures of our pupils showing they support each other and work together.
- PECS book – to enable the pupils to further comment on how they feel. This includes pictures of staff, pupils, actions and emotions and can also be used as a further resource for the 'How do you feel about Kismul questionnaire' if the pupils response requires further comment.

The aim is that by using a range of symbols, signs, pictures and phrases (all included on the boards) our pupils will have access to all of the relevant information and are given the opportunity to respond if necessary.

When a pupil responds to the interactive board, by handing a staff member an emotions symbol, staff should find the soonest convenient time to explore this further. They should take the pupil to a quiet place and provide them with the anti-bullying PECS book. Staff should work through this at the level which is most appropriate to the pupil. They should show them the first page (emotions) and see if the pupil responds to this in the same way as the board. If they do then staff should proceed to the next section which consists of pictures of pupils and a generic symbol for staff. If a pupil picks the staff symbol then the staff carrying out the assessment should refer to the staff pictures resources which are kept in the 'Pupil's views' questionnaire. The staff should then allow the pupil time to look at the action and location pictures to ascertain where and what has happened. The staff member who is supporting the pupil should make notes on the pupil's responses which should then be passed onto the Head teacher / Head of care for review. At no point

during the time the pupil looks through the book should they be forced to or prompted to pick symbols out of the book; they should be given their own time and space and any responses should be noted e.g. mood, facial expressions, vocalisations.

## Bullying - a multi-disciplinary approach

### Company policies and procedures and approaches

- Child protection policy and procedure
- Anti- Bullying policy and procedure
- Whistle blowing hotline
- Complaints procedure
- Inclusive/ open environment
- Celebrate achievements and successes
- Regular staff training and highlighting of bullying/ child protection policies in staff inductions.
- Weekly staff meetings to raise concerns

### Practical applications and therapies

- 'Talkabout' social skills package
- Emotions work & theory of mind
- *TalkTime* groups/ social skills groups
- Behaviour monitoring
- Social stories
- Anti-bullying board
- ASDANS- e.g. citizenship, sex and relationships
- Personal progress units
- IPCPs (behaviour management plan)
- Behaviour monitoring
- Sanctions questionnaire
- Restructuring lounge/ class groups
- Case conferences

### How do our pupils tell us or others if they are being bullied?

- Pupil's views questionnaire
- I Pad - PECS and emotions Apps
- Anti- bullying board
- PECS
- Talk to keyworkers
- Classroom boards
- Child-line posters

### How do we recognise if a pupil is being bullied?

- Handovers
- Behaviour monitoring-significant information
- Observed changes in behaviour
- Accident/ incident