



PROCEDURE ON BULLYING

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Introduction

Bullying could be defined as an intentional act, which inflicts emotional physical harm on another person. By focusing on intentions, this definition helps to avoid labelling some other behaviours (pushing a pupil/student due to poor motor control or hyperactivity removing a personal possession from another pupil/student when there is no understanding of property) as acts of bullying.

The school will consider that a pupil/student is being bullied or victimised when he or she is exposed repeatedly and over duration of time to harmful actions carried out by one or more of the other pupils/students.

At this school there are some behaviours that if displayed intentionally and over time will be considered to be examples of bullying. These are as follows:

- Hitting, kicking and any display of aggressive behaviour directed towards a specific pupil/student
- Imitating the behaviours of other pupils/students with harmful intent
- Teasing
- Taking possessions from another pupil/student without permission
- Uttering remarks and comments hurtful to other pupils/students

Please also read the School's Safeguarding and E-Safety Policies as well as the DfE document Preventing and tackling bullying.

Bullying and Autistic Spectrum Disorder

Pupils/students with Autistic Spectrum Disorder find it very difficult to understand other people's mental states as well as the causal relationships between behaviours and specific emotional states.

Although simple emotions such as happiness, sadness and anger may be within their understanding, a severe impairment in interpersonal-affective relatedness could constrain the pupil/student's empathic understanding of the emotions other people experience as a direct consequence of their actions.

In spite of this, it is sometimes the case that some of the pupil/students attending the Parkview Academy will display behaviours, which inflict emotional or physical harm on their peers, and therefore immediate and effective action should be taken.

Strategies to Deal with Bullying

There are a number of principles derived mainly from research on the development and modification of the problem behaviours concerned, in particular aggressive behaviours that could be used to address bullying when it occurs.

The above principles are translated into a number of specific strategies to be used at school class and individual needs.

The school believes that the most effective approach is to work on all of the three levels:

1. School Level

Schools who are successful when it comes to dealing with bullying tend to have policies that are clear to all involved that when these kind of incidents do occur they will be dealt with quickly.

It is important to create a school environment characterised by warmth, positive interest and involvement from adults on the one hand and firm limits to unacceptable behaviours on the other.

It is also important that the school creates an environment that ensures students are respectful to the staff and each other because they realise this is the appropriate way to behave.

Behaviour Bulletin.

Pupils/students who are likely to bully others and pupils/students who are likely to be victimised will be identified in the behavioural bulletin. The aim of the bulletin is to increase supervision and inform staff who do not necessarily work closely with a specific pupil/student of appropriate responses to specific behaviours and is a method of preventing bullying before it occurs by ensuring the staff are pro active rather than reactive. It also aims to increase awareness among all members of staff and therefore increase the protection of the pupils/students who may be bullied.

The bulletin for Parkview Academy is in the form of daily de-brief, with relevant information noted for each key stage group, which allows any behavioural changes and/or safeguarding issued to be identified. This is then discussed in the Senior Management Teams (SMT) weekly meetings.

Meeting with Parents

Parents will be informed and asked to co-operate with school staff in eradicating bullying behaviours. They will be invited to participate in discussion groups regarding bullying through the Parents in Partnership forum and on an individual basis whenever appropriate.

2. Class Level

Class meetings to explain rules against bullying.

Teachers/LSA's will focus on what bullying is and how it can occur etc during PSCHÉ and other group sessions how we should all work together to prevent it. This is a way to help the students understand the level of respect expected at the school and involving the students in creating the required school environment to help enable this.

Pupils/students will always be encouraged to speak to their Teacher / Keyworker, if they are the victims or witnesses of a bullying event.

3. Individual Level

Teaching of Play and Occupational Skills

Pupils/students who engage in bullying behaviours will need to be redirected towards engaging in constructive activities in their free time. These activities will be planned and provided by teachers and the pupils/students will gain positive reinforcement when they occupy themselves constructively.

Reorganisation of the Environment

Specific pupils/students who have the tendency to display inappropriate behaviours may be asked to work individually and programmes will be devised to motivate the pupil/student to work in groups appropriately.

Group activities may be organised in such a way that the pupil/student who engages in bullying is seated near an assertive pupil/student or the teacher.

Reward Systems

Specific behaviours incompatible to bullying will be encouraged and reinforced consistently by school staff. The pupil/student may use a token system whereby he/she can have extra rewards for the display of appropriate behaviours.

Assertiveness

Pupils/students who have been victims of bullying will be taught strategies to protect themselves from those acts. Possible strategies might be:

- Social stories to promote positive attitudes to behaviour and strategies on how to recognise and deal with bullying
- Talking to teacher / Keyworker
- Learning to avoid confrontational situations
- Learning to say 'No'

Programmes of Behaviour Modification

See section on management of behaviour in Behaviour Policy.

Counselling

Pupils/students who have communication skills and have been victims of bullying will have the opportunity to talk about their own feelings, their worries and strategies for protecting themselves in the future.

The Senior Management team and keyworker are available for any student who would like to talk.

Recording of Bullying

Bullying incidents will be recorded in the incident report forms where appropriate. A register of incidents of bullying will be kept and monitored.

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