



ROWDEFORD SCHOOL

ANTI-BULLYING POLICY

POLICY AND GUIDELINES ON INTERNAL COMMUNICATION

RATIONALE

Rowdeford School offers a residential curriculum (boarding provision), the delivery of which involves a number of teams. A high and consistent level of pupil care and welfare is dependent upon regular, good communication between those teams.

1. AIM

To ensure good communication between the staff of the school.

2. PRINCIPLES, PROCEDURES AND GUIDELINES

2.1 DIARIES

2.1.1 The school will maintain a master diary detailing all changes of routine including visits, meetings, etc. This will be read by all staff when they come on duty.

2.1.2 The school will also maintain a Master Diary Board in the school staffroom.

2.2 BRIEFING

2.2.1 The school will use a system of daily morning briefings to facilitate day-to-day communication between the school's various staff teams. These will be chaired by a member of the Management Team and attended by Teachers and TAs.

2.2.2 Each class group will have a Class Diary. This will be used to record all matters that require communication.

2.2.3 Each individual house will maintain a House Log. This will be used to record all matters that require communication at morning briefing.

2.2.4 Timetables and Rotas will be drawn up to facilitate appropriate staff attendance at morning briefings.

2.2.5 In respect of Residential Care staff, timetables and rotas will also accommodate time for discussion/handover between incoming and outgoing shifts.

2.3 MEETINGS

2.3.1 The school's Senior Management Team will formally meet on a three-weekly basis. The meeting will be conducted according to a formal agenda and minutes will be taken.

2.3.2 Each individual department/discipline within the school will also formally meet on a three-weekly basis. Departmental meetings will also be conducted according to a formal agenda and minutes will be taken. Departments include – Teachers, RCCOs, TAs, Administration, Caretaking, Kitchen, Cleaning and Domestic. Departmental meetings will feed into Senior Management Team meetings.

2.3.3 Standard agenda items for all meetings will include discussion of:

- The week ahead
- Pupils' concerns
- Points for communication – including how and when

2.3.4 Timetables and rotas will be drawn up such that all communication meetings are afforded priority time 'within the daily/weekly routines of school life'.

3. POLICY IMPLEMENTATION AND REVIEW

3.1 The Headteacher is responsible for the implementation of this Policy, together with appropriate Line Managers.

3.2 This Policy will be reviewed by the Headteacher on an annual basis, and by the Governing Body in line with the school's Policy Review Schedule.

This Policy was reviewed in January 2017 and endorsed by the Governing Body at their meeting of 6 February 2017

Signed
Clerk to the Governors

Date.....

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PROCEDURES FOR STAFF

IMMEDIATE ACTION FOLLOWING A SERIOUS BULLYING INCIDENT

1. Remain calm.
2. Take the incident seriously and make it clear that bullying is not acceptable.
3. If necessary, take time to make the situation safe, i.e. remove the victim immediately and offer support; control the bully and tell them that they 'will be dealt with later'. Call on Senior Staff to assist if needed.
4. Take time to write a full account of the incident. Give this report to the Headteacher/Tutor as soon as possible, preferably the same day.
5. Both bully and victim to write an account of the incident (*for younger children who cannot write - teacher or teaching assistant records*). Account to be kept on record. *There will need to be discussion in school on how long the record is kept and what happens at transition.*
6. All copies of accounts sent to parents/carers of bully and victim.
7. Depending on the seriousness of the incident, call in parents/carers of both bully and victim.
8. Punish the bully if necessary and explain why. Bullies must not be punished in a way that involves anger, aggression or humiliation. The bully should be encouraged to make amends in one or more of the following ways:
 - Public apology
 - Private apology (face to face)
 - Apology in writing
 - A special favour for the victim

Conciliation between those involved is essential.

9. Opportunities should be taken to look for positive achievements in bullies and victims, eg. give constructive tasks to the bully. Interview victim and bully separately.
10. Bring together victim and bully later, in private, (with parents if a serious incident) where victim retells story with support (do this only with victim's agreement). This makes it clear to the bully that victims will no longer remain silent and encourages the bully to see the victim's point of view. Make it clear to the bully (and to his/her parents) that the behaviour is unacceptable and that further incidents will be looked at very seriously.

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PROCEDURES

ANTI-BULLYING - ADVICE TO PARENTS

- No child deserves to be bullied.
- Bullies do have a miserable future in front of them.
- We do no favours by ignoring the behaviour of bullies.
- If you are worried about your child being bullied, ask her or him directly.
- Take bullying seriously and find out the facts when told about an incident of bullying.
- **DON'T** agree to keep the bullying a secret. Give your child a chance to vent her or his feelings about being bullied.
- Take an active interest in your child's social life. Discuss friendships, trips out of school, and how recreation time is spent.

If you think that your child is being bullied:

- Inform the school and ask to speak to your child's tutor.
- Devise strategies that will help your child and will provide support inside and outside of school time.

Do not encourage your child to hit back. It will only make matters worse. More positively, encourage your child to make friends. A child who has friends is less likely to be bullied.

If you know that your child is being bullied:

- Advise her/him not to hesitate to tell an adult.
- Advise them not to try to buy the bully off with sweets or other 'presents', and not to give in to demands for money.
- Together, identify those places where bullying takes place and work out ways of avoiding them.

If this is not possible someone in authority should be told.

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PROCEDURES

MESSAGES WE SHOULD GIVE TO CHILDREN

If you are being bullied: -

- Try not to show that you are upset (this is difficult).
- Tell the person to, 'Stop it, I don't like it!'
- Walk away quickly and confidently (you are probably very frightened inside, don't show it).
- Get your friends together and say, 'No' to the bully.
- If you are in danger, your safety comes first. GET AWAY.
- If you are bullied tell yourself IT'S NOT YOUR FAULT.
- Tell an adult, eg.
 - Your teacher
 - Head or Deputy Head Teacher
 - Care Staff or Teaching Assistants
 - Your parents/carers
 - Your friends
- If an adult does not listen, BE PERSISTENT AND TELL SOMEONE ELSE.
- If you feel that you have been unfairly treated tell:
 - Your parents/carers
 - The Educational Welfare Officer
 - Your Social Worker
 - or phone Childline on 0800 1111

If you see bullying happening - YOU CAN HELP

- Don't stand by and watch. GET HELP.
- Show that you and your friends disapprove, say something, eg. 'STOP IT, YOU ARE UPSETTING HER/HIM!'
- Show the victim of the bullying that you care.
- Be careful what you say or do to others, imagine how you might feel.
- If you see bullying tell an adult. It is not telling tales. The victim may be too scared or lonely to tell.