



Prevention and Tackling Bullying

Gloucester House The Tavistock Pupils Day Unit

Approved by:	Sally Hodges
Policy reviewed	November 2021
Next review date:	November 2022

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
— Maya Angelou*

Introduction:
Gloucester House ethos

Gloucester House is committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable. However at Gloucester House pupils bring socially unacceptable behaviours. We have a robust system of challenge and support with the pupils to manage and address this in order to help the pupils to understand the impact of their behavior and change. Bullying and prejudice is not tolerated but it is a dynamic and behavior we have to work with and address as a setting working with complex and severe SEMH (Social, Emotional and Mental Health) difficulties.

We understand the devastating and lasting effect being bullied can have on some pupils and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside of school.

Preventing and tackling bullying is part of our work to support pupils' social and emotional development and part of our commitment to being a healthy school.

We aim to empower staff and pupils to be confident to recognise, interrupt and confront potential bullying situations.

School responsibilities

We are aware of our statutory responsibilities in regards to preventing and tackling bullying as set out in

(i) *Section 89 of the Education and Inspections Act 2006:*

- Every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(ii) *Equality act 2010*

We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to

- eliminate unlawful discrimination, harassment, victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

(iii) *Safeguarding children and young people-Children Act 1989*

- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Camden Local Authority
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

(iv) *Criminal law*

- Bullying in itself is not a specific criminal offence. However some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.
- If staff feel that an offence may have been committed they will seek assistance from the police.

(v) *Bullying outside school premises*

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The headteacher should also consider whether it is appropriate to notify the police or local authority
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Roles and responsibilities of staff :

The Operational Management Team will:

- Ensure that the policy is implemented and reviewed regularly
- Provide a regular report of incidents of bullying to the Steering Group
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern
- Provide a report on the effectiveness of the anti-bullying policy

- Ensure the policy is regularly publicised to the whole school community and the message that bullying is not accepted is reinforced through whole school activities and information
- Ensure that all staff receive sufficient training to be equipped to identify and deal with bullying
- Ensure that the curriculum design and content addresses the development of an anti-bullying culture
- Ensure that PHSE lessons and activities support and develop an anti-bullying ethos in content and delivery
- Regularly review the policy in the light of incidents
- Include regular updates to staff through the annual safeguarding training
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle bullying

The *Steering Group* will support the Operational Management in all attempts to address bullying effectively in Gloucester House.

The Steering Group will:

- Require Gloucester House to keep accurate records of all incidents of bullying and report on them to the Steering Group on a termly basis.
- Require the Operational Management/ deputy headteachers to report annually to the steering group about the effectiveness of school anti-bullying strategies.
- Notify the Headteacher of any request from a parent or carer to investigate incidents of bullying and ask the head teacher to conduct an investigation and report back to the Steering Group. The Steering Group will respond within ten days to the parent or carer and keep them regularly updated with regards to the investigation and, where possible, meet with the parent or carer to ensure they are satisfied with the outcome.

Key contacts

- Staff responsible for bullying prevention (anti-bullying coordinator)
- Staff responsible for monitoring bullying incidents (DHT)
- Lead Steering Group member
- Online safety coordinator (DHT)

Purpose of the policy:

This policy sets out Gloucester House's approach to preventing and dealing with bullying that occurs between pupils:

- On Gloucester House's premises
- Near Gloucester House
- On the journey between Gloucester House and home
- Online or by text at Gloucester House or outside of school hours

The policy aims to ensure that:

- All staff, teaching and non-teaching staff, members of the steering group, pupils and Parents/Carers have an understanding of what bullying is
- All staff teaching and non-teaching staff know Gloucester Houses policy on bullying, and follow it when bullying occurs

- Pupils, parents and carers know what Gloucester houses policy is on bullying, and what they should do if bullying occurs
- Pupils and parents and carers are assured that they will be supported when bullying is reported
- Effective and consistent action is taken both to prevent and address bullying behaviour

Developing the policy:

This policy was produced by the whole school community. Through PHSCE lessons, school circle times/lessons and whole school meetings, parent/carer work and staff meetings. We have a specific anti bullying committee as part of our wider commitment to pupil voice.

The anti-bullying committee:

- Looks at and reviews policy
- Discusses bullying and what can be done to prevent it
- Agrees the definition of bullying and the approach Gloucester House should take to prevent it
- Helps to plan the Anti Bullying week

When developing this policy we took account of:

- DfE guidance "Preventing and Tackling Bullying" July 2017
- Camden's Example Anti-Bullying Policy (March 2015& November 16)
- Ofsted Inspection Framework 2021
- Ofsted's briefings on inspections in relation to preventing homophobic bullying and equalities
- KCSIE 2021

Links to other policies:

This policy links to our behaviour, equalities, safeguarding and PSHE policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children.

What is bullying? Definitions:

We have used the Department for Education's definition in their guidance; "Preventing and Tackling Bullying" October 2014.

Bullying is "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" and added by our pupils (2019) 'either direct or indirect – e.g. taking other people's things'

This means that to be described as bullying, behaviour has to be

- Deliberately hurtful
- Is repeated often over a period of time

- It is difficult for those being bullied to defend themselves

Bullying can be:

- direct physical bullying (pushing, hitting, punching, kicking).
- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- On-line (cyberbullying) –bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to

- race, religion, culture or belief (or no belief)
- special educational needs and disabilities
- young carers
- looked after children
- background
- gender
- appearance and size
- ability and attainment
- Sexist or sexual bullying (bullying based on a person's sexuality)
- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children and young people or one off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

Bullying can also happen between adults and children and between adults.

We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

<p><i>"Sticks and stones can break your bones, but words can break hearts" Tim Minchin</i></p>
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The difference between bullying and other hurtful behaviour:

Our definition of bullying does not include conflict and/or friendship problems between pupils and young people or one off incidents. However, these problems are still taken seriously and dealt with promptly to prevent them developing into bullying behaviour.

Bullying can also happen between adults and pupils and between adults. We strongly believe that all forms of prejudice and prejudice-based behaviour and or bullying are unacceptable and should be dealt with both thoroughly and seriously.

Preventing Bullying:

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through:

- Whole school ethos and environment
- Whole school activities & playground activities
- Curriculum
- Training and Support for staff
- Involving Pupils
- Involving Parents and Carers
- Playground Activities

Whole school ethos and Environment:

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly.

- Staff model good behaviour and communication skills both with pupils and other adults in the school
- We support pupils to develop the ability to respect each other and accept responsibility for their behaviour
- We teach pupils the kind of behaviour we expect and reward good behaviour
- Staff challenge pupils when they use prejudice-based language; explaining why it is wrong and how hurtful it can be
- We encourage pupils to tell an adult if they are worried or upset about anything
- We recognise and celebrate difference and diversity
- We have a range of activities during break and lunchtimes that promote cooperative activities
- Our break and lunchtimes are well supervised and support staff are trained in organising structured activities and encouraging all pupils to participate
- We talk to pupils about how safe they feel in the playground
- We take particular care of pupils with special educational needs and disabilities who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.
- We have an "Acceptable Use of computers and technology" policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in the Online Safety Policy (which follows Camden guidance).

Whole School Activities:

- We organise specific circle times/lessons on bullying and its consequences and what to do if they see or experience it

- We carry out annual surveys how safe pupils feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying
- We hold a week of activities focused on friendship and anti-bullying to recognise national Anti-Bullying Week
- We use restorative approaches for dealing with conflict
- Through whole school activities and the curriculum pupils are encouraged to think about 'sorry' and 'thank-you' and to repair with others
- We are developing a role of Anti-Bullying ambassadors
- Pupils are developing an anti-bullying charter

At playtimes we:

- Continually improve playtimes and reduce dominance of the playground by having structured planned playtimes
- All playtimes are planned by the pupils and timetabled. They are adult lead and encourage turn taking and co-operation. Pupils can also opt for indoor play in the class
- Provide and encourage constructive and collaborative play opportunities
- Provide on-going space for staff to discuss playground issues and support around these.
- Observe pupils at play and provide support and encouragement for pupils who are left out

Curriculum:

<i>'No one heals himself by wounding another.'</i>
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An understanding of what bullying is, how it feels, why people bully and how to prevent it, is taught through our PSHCE and RE schemes of work/circle times and literacy.

We aim to help pupils develop the skills and attitudes to resolve conflict fairly, make and maintain positive friendships and respect other people and the differences between them. We use 'behaviour reflections' in our consequences system to work with children 1:1 on this.

We use "I Time" as a way of restorative approaches for dealing with conflict.

Pupils participate in social skills sessions that are designed to improve their communication skills and gives guidance on how to communicate positively and maintain good relations.

We provide regular opportunities for pupils to regularly come together to play and build relationships with one another. This work is part of our 'therapeutic milieu'. We also provide specific individual and group interventions as indicated. We promote positive relationships and positive behaviour and help pupils share responsibility for creating a better learning and caring environment through our ethos and policies.

Teaching about bullying and its consequences are also discussed in circle time/lessons, and in 'talking spaces' provided for class groups, and the entire community of staff and pupils, individuals, small groups.

Pupils Learn:

- what bullying is, how it feels, why people bully, what to do about it and how to prevent it
- about the differences between people and about the importance of being inclusive and celebrating difference and diversity
- about the impact of prejudice and discrimination
- to develop their skills to manage feelings, develop empathy, resolve conflict fairly, how to cope with friendship problems and make and maintain and nurture positive relationships
- how to keep safe and behave responsibly when using the internet and mobile phones

In the class we will:

- Remind pupils of acceptable behaviour and bring out moral issues in the curriculum (in RE, Science, History, Geography, PHSCE, and circle times).
- Ensure school rules are visible in the classrooms and around Gloucester House
- Hold (at least) annual anti bullying (Friendship) weeks
- Hold annual Black History/Cultural diversity weeks
- Schemes of work includes activities on social and emotional aspects of learning
- Celebrate differences at Gloucester house

We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including pupils with disabilities and those with same sex parents when teaching about families.

Training and Support for Staff:

Staff are supported through Whole Team meetings; regular de-brief meetings, Core Teams and Child Reviews. We have annual safeguarding training which includes an update of this policy to ensure that staff are aware of how to identify bullying and what to do if it occurs.

Involving Pupils and Young People:

Pupils have an important role to play in reviewing the anti-bullying policy. There is a specific committee focusing on anti-bullying as part of our pupil voice approach.

During their review of this policy in 2019 they:

- Added 'either direct or indirect –e.g. taking other people's things' to the description of bullying (they felt this was a significant aspect of bullying that wasn't really covered by the definition)
- Asked that we include some quotes about bullying to bring the policy to life
- Asked that we added more on Transphobia into the curriculum as they felt it wasn't given enough prevalence and was an important element 'for now'

The Anti-Bullying committee, circle time meetings and feedback from community meeting play an important role in reviewing this policy and addressing bullying issues. Minutes are kept from these meetings as a record of discussions held and any decisions made.

We are developing an anti-bullying charter to display around the school. We will use the Camden charter as a starting point:

We treat each other fairly and:

- We respect each other and celebrate our differences
- We sort out friendship problems as soon as they happen
- We take care of one another
- We are kind to one another
- We tell an adult if we see or hear someone being hurtful
- We listen to each other's opinions

We hold weekly community meetings where all members of the community attend either through the main meeting or alternative space. The meetings are focused on being part of a community and developing how we can learn and come together. Pupils can develop how we can learn and come together. Agenda items are put forward by all members of the community. It is co-chaired by a child who is voted in by the community.

- We carry out annual surveys how safe pupils feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying

We will include:

- Finding out how safe students feel in school and on social media.
- Any issues in relation to protected characteristics.

"Be yourself, because the people who mind, don't matter and the people who matter, don't mind" Dr Seuss

Involving Parents and Carers:

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to addressing bullying (it is made clear that acts of bullying do not meet the expectations that we have at Gloucester House).

We run regular Parent/Carer days and during these we discuss issues including bullying and how we address it as well as workshops on online safety and what to do if their child experiences cyberbullying.

We welcome and actively encourage discussions and an open dialogue with Parents/Carers about bullying in all of its forms. We also have an information board in our Parent/Carer

room and on our website providing information and guidance on online safety and also other literature/advice on bullying.

Our most recent Parent/Carer questionnaire showed that 93% of our parents/carers either Strongly agreed or agreed that 'bullying and other incidents are handled well at Gloucester House'

Dealing with Bullying:

All of the staff in our school takes all forms of bullying and prejudice-based language seriously and will deal with it promptly to both prevent bullying from taking place and also addressing any concerns/issues.

We discuss how to manage bullying regularly in the Whole Team and Multidisciplinary meetings and treat all bullying incidents seriously- no matter what form of bullying it is.

We will investigate and act upon any bullying incident that is reported to school staff, including any bullying taking place outside of school e.g. on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

Understanding and helping to overcome bullying is part of our work to support pupils' social and emotional development and to collectively create and maintain a nurturing community which looks after the wellbeing of its members.

We:

- Record bullying incidents and address these at the whole team meeting with a view to resolving any concerns and or outstanding issues
- Raise any concerns/issues at school circle times/lessons and discuss how we deal with bullying
- Hold whole school meetings, class meetings when bullying occurs
- Have periodic poster campaigns around Gloucester House involving the children
- Deal with incidents promptly and thoroughly
- Classes set whole class targets around positive friendships and getting along and work towards a whole class treat
- Have clear sanctions for bullies e.g. missing break time, stamps not rewarded, targets not met, trip to shop missed)
- Reward positive behaviour and promote and encourage restorative measures
- Consistent and fair management of behaviour difficulties
- Consistent and clear statements about the unacceptable nature of bullying behaviour
- Help everyone understand that a reason why someone bullies another person- this may be to do with them feeling bullied by someone else, frightened or unhappy
- Linking with parents/carers in family meetings if necessary around bullying

If bullying occurs we will:

- Talk to the pupils involved separately to ascertain what has been happening and why. We will also talk to any child/adult that has witnessed the bullying to form a wider view on the bullying
- Help the child who is bullying to recognise the consequence of their behaviour, and work with them to begin to understand the feeling(s) which led them to bully others. Consider the underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills. These discussions will take place in debrief, whole team meeting, core teams and other spaces as indicated.
- Be clear that bullying is not tolerated at school. Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Tell the parents/carers of the pupils involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped
- Use restorative approaches which hold the child who is bullying accountable for their actions
- Use formal sanctions, such as keeping them in at playtime/recovery time (the sanction used will depend on the severity and persistence of the bullying behaviour).
- Continue to closely monitor the situation and put in place intervention measures if the bullying appears to be carrying on or to have started again

We will also:

- Record all incidents of bullying and prejudice-based language (including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, and appearance). Follow up will be documented on day sheets and follow up sheets.
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support. We consider issues at the Whole Team meetings for both pupils being bullied and those bullying to plan further support and or to put in place interventional measures to help them develop their personal and social skills
- Address with other pupils and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future
- Provide support training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it

Recording and Reporting:

Staff who identify or who are told about bullying or prejudice-based language make a written record of this. All incidents (whether an isolated or recurrent) defined as bullying are logged on the class day-sheet and sometimes on an IRF (Incident Report Form). All incidents are monitored on the weekly monitoring sheet and records of bullying are reviewed to ensure they have been resolved effectively.

We encourage staff, steering group members, pupils and parents/carers to discuss bullying or prejudice based language and we have a range of ways this can be done including:

- Talking to any member of staff

- Talking to the lead teacher responsible for behaviour

Information is recorded about

- The type of incident or bullying e.g. racist, sexist
- The kind of behaviour e.g. verbal, physical, cyber
- A description of what happened and who was involved
- How the incident or bullying was dealt with and resolved
- How parents were involved
- Whether as a result of the response the incident or bullying has stopped
- Pupils involved in the incident or who have been bullied and their parents will be asked for feedback on how well they felt the school dealt with the it

The data is reported to the Steering Group annually and the Steering Group rep responsible for safeguarding is updated on bullying incidents regularly.

Evaluation

Following any bullying we use the feedback from parents and pupils to evaluate our approach and make changes as needed. We analyse data on bullying and prejudice-based language to help plan future actions to reduce bullying and eliminate discrimination.

Support for pupils and parents

Due to the nature of our provision we have close working relationships with pupils and parents/carers so we are able to deal with the issues that arise from the difficulties their children present. Parents/carers consistently report that we are easy to approach in terms of their concerns (100% in the last survey July 2021).

Pupils are less consistent about us being easy to approach in terms of their concerns so we are introducing a written complaints form for them to use and us to respond to. (See Appendix 2)

We are also developing an Anti-Bullying Charter around the school with advice for children, bystanders and those that bully.

We have also attached the general Camden guidance for pupils and parents (Appendix 1)

Sharing the policy

Key information from this policy will be incorporated into the following documents

- Induction documents
- Home-school contract/agreement

A full copy of this policy is freely available to parents and carers on request and a copy is on the Parents and carers notice board and on the school website. All new parents and carers and pupils will receive a copy and the anti-bullying charter will be explained and discussed at the start of each year. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

Appendix 1

Advice to children

- If you are a victim of bullying (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- The school will always take you seriously and take action to stop the bullying and support you to feel safe again
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
- Friends of victims should tell staff or a parent
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you and it is not weak to tell someone

Advice to bystanders

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

If you are bullying someone

- Stop!
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

Guidance for parents and carers

We have a booklet for parents and carers with guidance on what to do if their child is being bullied or is bullying others

What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to go to school
- feeling unwell, often with a headache
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Take time to listen to your child and stay calm
- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher, case coordinator or someone at the school
- Never intervene with other children or children's parents, but let the school know.
- Contact your child's teacher or case coordinator as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Head of service, one of the deputies or the Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure. There is a leaflet on Camden Council's website giving advice about how to complain about a school service: <http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher or form tutor to talk about how the bullying can be dealt with
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 2

Appendix 2

Staff Guidelines following a Complaint by a Young Person

Aim

It is an aim of the process that the child should feel their complaint is heard and they are satisfied with the outcome.

Addressing children's concerns and complaints quickly keeps all staff and children safe, and helps develop a shared understanding of the issues.

Guidelines for adults:

- Any complaint made by a child should be listened to seriously and, if necessary, a "Report of Complaint" form completed. This has two sides. 'Sheet 1' for recording the information and 'Sheet 2' for recording your management of the complaint.
- The adult should look to deal with the complaint as quickly as possible, and inform the Head of Service about it.
- If the adult feels uncomfortable with managing the complaint they should seek advice from a manager or the complaints officer – Kirsty Brant, Head of Service.
- Any complaint that may have child protection issues should be passed on as soon as possible to the DSL (Shanaz Mirza-Hussain & Nell Nicholson).
- Any adult who is the subject of the complaint should not be involved in the management of it.
- At the end of the process, the complainant should be asked what they would like to happen with their complaint, i.e. How they would like it dealt with and what outcome they would like.
- All complaints should be seen by the complaints officer (Head of Service) and stored safely by her.

If a child is asking how to complain, adults should try and help them make an informed decision as to what will happen with the different complaint routes they may choose.

Complaints Procedures for Children



We want you to tell us if you are not happy with the way you are looked after.



We want you to tell us if you have any other worries or complaints.



Telling us helps us to make sure we get it right.

We will listen and will try to make sure you feel okay about how we deal with what you tell us. You will not be punished or made to feel bad for complaining. We want to hear your concerns.

To help us get it right, we will need to know what you want to happen to make everything all right again.



The adults are here to keep everyone safe so you can tell any adult.

There are lots of different ways you can let us know if you are unhappy about something.

1. Tell an adult who will listen and fill in a complaints form.
2. Fill in a complaints form yourself.
3. Write it down or draw picture of it and give to an adult or ask for it to be given to Kirsty.
4. Tell the people who look after you at home.



What you say will be taken seriously and dealt with quickly.

If you don't think anyone is listening please tell the Head of Service Kirsty!

Sheet 1

Report of Complaint by a Young Person at
Gloucester House, The Tavistock Children's Day Unit

Name: Date:

Is your complaint for you? Yes / No

If your complaint is for someone else, do they know you have complained?

Yes / No

	What are you unhappy about?
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How did it start?

What happened next?

How did it end?

What do you want to happen to sort it out?
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Signed:

.....
.....

Staff member / child
Staff member / child

Date:

Sheet 2 (To be completed by the person managing the complaint and / or the complaints officer)

Action Taken:

1. By staff member who received the complaint

2. Management (if different)

3. Nell Nicholson, Head Teacher (Complaints Officer)

Finally – Check with the complainant by asking: “Are you happy with what has happened to sort out what you said?” **Yes/No**

Signed:
.....

Date: