

**NORTHUMBERLAND COUNTY COUNCIL
WELLBEING AND COMMUNITY HEALTH SERVICES GROUP**

RESIDENTIAL SERVICES

POLICY, PRACTICE AND PROCEDURE

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RESIDENTIAL SERVICES Anti-Bullying Policy And Staff Guidance		Role Responsible
		Read as all Residential staff
Procedure/Guidance		
1.	<p>Definition of Bullying:</p> <p>Bullying is the deliberate abuse of power by an individual or group with the intent to cause distress to another individual or group, which is ongoing over time and involves an imbalance of power.</p>	
2.	<p>Service Aim:</p> <p>In Children’s Residential Services we are committed to children and young people’s right to be healthy, stay safe, enjoy and achieve and make a positive contribution without fear of intimidation. It is our belief that bullying is unacceptable and we will always take incidents of bullying seriously.</p> <p>Positive preventive action will be taken to reduce the risk of bullying taking place, including the structured use of risk assessments outlining where bullying may be more likely to occur.</p> <p>A range of supportive strategies for all those involved in incidents of bullying will be in place in all our settings. Young people also have access to an internal complaints procedure, a direct telephone line to Childline and Action for Children. In addition there is also a direct telephone line to the Clients Relations Officer or young people can complete a referral form to the Clients Relations Department.</p>	
3.	<p>What is Bullying:</p> <p>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), and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived</p>	

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<p>differences. Stopping violence and ensuring immediate physical safety is obviously a home's first priority but emotional bullying can be more damaging than physical; carers have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.</p> <p>Cyber-bullying</p> <p>The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside of the home. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.</p> <p>Staff must be alert to the signs that bullying is taking place. These may include:</p> <ul style="list-style-type: none"> • Persistent name calling or humiliation of an individual. • Marginalisation or exclusion of an individual within a group. • Individuals changing their routines, patterns or activities in order to escape from or pursue other young people. • Furtive, secretive behaviour. • Patterns of unexplained thefts or damage to a young person's property. • Unexplained injuries or outbursts of fear. • Requests to move placement or disruption of agreed care plans. • Continual absconding from the home. <p>The young person being bullied may:</p> <ul style="list-style-type: none"> • Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative. • Behave in immature ways e.g. revert to thumb sucking or tantrums. • Have sleep or appetite problems. • Have more difficulty concentrating. • Show variation in performance. • Have cuts, bruises or aches and pains without adequate 	

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<p>explanation.</p> <ul style="list-style-type: none"> • Start stealing. • Have clothes or possessions which are damaged or lost. • Complain of illness more frequently. • Show marked change in a well-established pattern of behaviour, for example: <ul style="list-style-type: none"> - A sudden loss of interest in a previously favoured activity. - Changing times of coming to and going from the house. - A reluctance to (or no longer wishing to) leave the home. - A request to change school, youth club, etc. - A refusal to return to a place or activity. <p>Some victims of bullying do not show any outward signs.</p> <p>This statement is in relation to Northumberland County Council's Guidance to Children's Services Staff on Bullying, Quality Standards, and Children's Home Regulations and the individual Homes Statement of Purpose on Anti-Bullying and their Anti - Bullying Policy.</p>	
<p>4. Policy Guidance Anti - Bullying</p> <p>This policy is intended to provide helpful guidance to Children's Services staff in relation to the issue of bullying. Increasingly those involved with children have recognised the very damaging effects, which bullying can have on individual children. All schools/care settings are now advised to set up their own policies in relation to anti-bullying, so that children and young people are aware that acts of bullying will be regarded as serious misbehaviour and that children/young people being bullied will be listened to and the problem addressed.</p> <p>There are separate process's to follow for staff who feel that they are being bullied or intimidated under the staff supervision policy, whistle blowing policy and Grievance procedures.</p> <p>Within the Children's Services Division there are two key areas where staff will need to be able to respond where necessary to the issue of bullying, within Children's Residential Homes.</p>	
<p>5. Bullying in Children's Community Homes</p> <p>Statement of Policy:</p>	

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<p>“Northumberland County Council is determined to ensure that children and young people living in its Residential Homes can do so without fear of bullying, threats or intimidation. All homes will put in place clear policy and practice guidance for staff in dealing with bullying, and clear rules and expectations for children and young people.”</p>	
<p>6. <u>Bullying</u></p> <p>Northumberland Social Services Department is aware of the potential for bullying to occur throughout society, particularly within institutions such as schools, residential homes and the work place.</p> <p>Childhood bullying can have lifetime consequences for the bully and the victim and for onlookers if they do not act to prevent it.</p> <p>Childcare staff have a responsibility to create a safe environment within which bullies are challenged, victims protected and long term solutions identified.</p> <p>Each children’s home will adopt a code of practice for staff and rules for young people in relation to bullying. These should reflect the strengths and risks within each unit, but will be based closely on the following:</p> <p>Prevention</p> <p>A homes response to bullying should not start at the point at which a child has been bullied. The best homes develop a more sophisticated approach in which care staff proactively gather intelligence about issues between young people which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to young people about issues of difference, through individual sessions or group sessions. Staff themselves will be able to determine what will work best for the young people, depending on the particular issues they need to address. Homes which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the care staff with respect because they know that this is the right way to behave. Values of respect for staff and peers, and a clear understanding of how our actions affect others permeate throughout the home and are reinforced by staff and young people.</p> <p>A) ‘Prevention of Bullying – Staff Code of Practice’</p>	

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<ul style="list-style-type: none"> • All staff will demonstrate respect and concern for the well-being of their colleagues in their daily practice. • Staff meetings, group and individual supervision will provide opportunities to articulate differences of opinions and anxieties in a constructive and supportive manner. • Staff meetings, group and individual supervision will provide opportunities to explore concerns about actual or potential bullying among the young people. • Young people’s meetings and individual programme sessions will provide opportunities for young people to articulate concerns about bullying. • Staff will seek consistently to develop trusting relationships with the young people so as to facilitate prompt disclosure of bullying. • Staff will act promptly and effectively to challenge bullies and protect victims, seeking the re-establishment of a safe relationship between the two. • Staff will promote assertiveness skills as an alternative to aggressive and passive behaviours. • Staff will not re-enforce bullying by confronting young people with greater force. • Staff will ensure that young people understand and follow the homes rules on anti - bullying. • Vulnerable Young people will be supported to and from school in a taxi with an Escort. This is for safeguarding and bullying prevention purposes. <p>B) ‘Prevention of Bullying – Home Rules’</p> <ul style="list-style-type: none"> • No threats of violence. • No boasting about violence, crime or drugs. • No teasing or name calling. • No borrowing or lending of property without staff permission. • No carrying or using offensive weapons including knives, screwdrivers, sticks or clubs. • No fun-fighting. • Respect each others personal space. • Report all incidents of bullying to staff immediately. <p>C) Support</p> <ul style="list-style-type: none"> • Anti-bullying behaviour and bullying behaviour will be explored during young people’s meetings and individual programme 	

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<p>sessions.</p> <ul style="list-style-type: none"> • Mediation or Individual support will be offered to everyone involved. • There will always be active challenging and consequences to address bullying behaviour. • Show racism the RED CARD training for staff and young people. • CEOP training available for staff. • All homes will have an allocated named lead advisor responsible for anti-bullying • The Registered Manager is responsible for ensuring that the Anti-bullying policy, procedure and guidelines are being upheld 	
<p>7. <u>Signs of Bullying</u></p> <p>The behaviour of a young person is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a young person or young person's behaviour changes.</p> <p>There is a need to be alert to the possibility that bullying is occurring. These are some of the signs which need to be investigated sensitively.</p> <p>The young person may:</p> <ul style="list-style-type: none"> • Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative. • Behave in immature ways e.g. revert to thumb sucking or tantrums. • Have sleep or appetite problems. • Have more difficulty concentrating. • Show variation in performance. • Have cuts, bruises or aches and pains without adequate explanation. • Have clothes or possessions which are damaged or lost. • Complain of illness more frequently. • Show marked change in a well-established pattern of behaviour • Some victims of bullying do not show any outward signs. 	
<p>8. <u>Guidelines for Care Staff</u></p> <p>If you suspect a young person is being bullied:</p> <ul style="list-style-type: none"> • Talk to the young person about what is happening <ul style="list-style-type: none"> - Be calm - Show sensitivity - Show concern - Reassure the young person that he or she is not to blame 	

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<ul style="list-style-type: none"> • If at all possible, act with the young person’s agreement. <p>Some Do’s and Don’ts</p> <ul style="list-style-type: none"> • <u>Do</u> listen to the young person • <u>Do</u> take the young person’s concerns seriously • <u>Do</u> encourage the young person to tell you what has been happening and in particular, to report any trouble that has been encountered • <u>Do</u> help the young person to try and find a safe solution • <u>Do</u> talk to care staff and school staff • <u>Do</u> look for signs of distress shown by the young person • <u>Don’t</u> ignore the young person if they say they are worried about being with certain people or in certain places • <u>Don’t</u> immediately rush off and deal with the situation yourself <p>School/Home:</p> <ul style="list-style-type: none"> • Have a policy in line with requirements of County Policy • Have clear procedures for dealing with incidents of bullying • Have an identified member of staff to take the lead on anti -bullying issues • Regularly and frequently monitor the incident recording data to identify patterns • Take action as a result of the information from the incident monitoring • Survey children and young people, staff, parents to identify issues in the context of their setting: <ul style="list-style-type: none"> - Where it happens - When it happens - What type of bullying it is - Who they tell - What actions are taken • Take appropriate action as a result of the surveys • Be proactive in preventative work: <ul style="list-style-type: none"> - PSHE (Personal Health and Social Education) - SEAL (Social Emotional Aspects of Learning) - Awareness raising/Anti-Bullying Weeks • Have a range of strategies to support children and young people: <ul style="list-style-type: none"> - Playground/Home/Buddies/Peer Supporters - Peer Mentors - Guardian Angels 	<p>Read as all Residential staff</p>

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	<ul style="list-style-type: none"> - Listening Posts - Counselling - Involve parents/set up parents group - Lead by example - Review classroom/seating arrangements - Support for victims, bullies, bystanders. 	Read as all Residential staff
9.	<p>Addressing the Needs of the Victim</p> <ul style="list-style-type: none"> • Show support for the victim. In particular ensure that victims of bullying are not viewed to be made to feel as 'wimps' or 'weaklings'. • Assess factors in the individual that may elicit bullying from others. • Develop a programme for the individual aimed at reducing behaviour which will explore their feelings and behaviour and the effects the bullying behaviour of others has on their day to day life. Seek specialised advice where necessary. • Demonstrate that work is being undertaken with the bully. 	
10.	<p>Addressing the Needs of the Bully</p> <ul style="list-style-type: none"> • Ensure that the behaviour is discussed in a safe setting with the bully and explore their behaviour and the effects that their bullying has on others. Be firm that their behaviour is unacceptable. • Assess the factors producing the bullying behaviour e.g. insecurity, difficulties in relationships, lack of clear care plans, under achievement, previous victimisation, pressure, prejudices and self worth. • Develop a programme to address these issues. Seek specialised advice if necessary. • Demonstrate support for the victim and encourage empathy and understanding from others in allowing them to manage successfully. 	
11.	<p>Involving Bystanders</p> <ul style="list-style-type: none"> • Identify bystanders. • Discuss the bullying with the bystanders ensuring that it is safe for them to talk and that there will be no repercussions. • Ensure that they understand the seriousness of withholding information. 	
12.	<p>Addressing Issues in the Home</p>	

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<ul style="list-style-type: none"> • Ensure that staff do not use threats, intimidation or humiliation in managing behaviour. • Promote reward systems to encourage acceptable behaviour. • Assess methods of staff management and control of young people with challenging behaviour. • Identify Child Protection development needs of staff and access necessary training. • Be aware of blind spots within the home where bullying could become an issue and have a risk assessment in place reduce the possibility of bullying taking place. 	
<p>13. District Child Care Teams: Involvement in Bullying of Children in the Community</p> <p>All schools/care settings are now encouraged to develop their own policies in relation to bullying within schools. In particularly difficult cases or where there are concerns outside school/ care environment, District child care teams may be asked to play a role. Current advice to schools suggests that in serious cases schools may need to involve other agencies via their local ACPC procedures, this applies in principle to care settings and Northumberland Safeguarding Procedures. There is also the possibility that children involved in bullying (either as victim or as bully) may be referred as a child in need.</p>	
<p>14. Referrals Regarding Bullying via Safeguarding Procedures</p> <p>Schools (read care settings) may wish to refer serious cases of bullying under C.P. procedures. There may be issues requiring consideration by the police and/or other agencies. If such cases are referred, and discussion with the referrer confirms the need for a multi-agency approach, preliminary checks should be undertaken and an inter-agency strategy meeting called to consider the most appropriate response. For school settings this may include further assessment by Children's Services Personnel, usually on the basis of Section 17 rather than Section 47. The process of making enquiries and sharing information should be undertaken both in relation to the victim(s) and the perpetrator(s) of bullying.</p>	
<p>15. Helpful Contacts and Support Materials</p> <p>Northumberland Education Psychologist department is available to all staff, and will give advice and training on the topic of anti - bullying, self-esteem work and engaging young people.</p>	

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<p>The Locality Inclusion Support Teams (LIST) are also available to provide advice in relation anti-bullying, self-esteem work and engaging with young people.</p> <p>Other services such as Barnado’s and Child Line are useful in supporting young people and advising adults in how to support victims of bullying and those who bully.</p>	
<p>16. Preventive Work</p> <p>All staff will receive training in relation to managing bullying behaviour. Staff Code of Conduct reflects behaviour expected of adults who care for young people and the need to set positive role models. The ethos of the service will be lead by pro social modelling and social learning theory. Staff will actively promote zero tolerance of bullying behaviour and will address such behaviour proactively through various promotional campaigns and individual care planning.</p> <p>Admission risk assessment and on-going environment, group and individual assessments will consider “victim and bullying” behaviours of individuals.</p>	

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Date	Time	Victim	Perpetrator	Staff on duty	V I Number	Risk Assessment	Incident	Staff Actions and Comments	Staff signature	Managers Comments

Bullying Issues Log

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17.	<p>Anti-Bullying Risk Assessment</p> <p>Statement of Intent</p> <p>Staff should understand what they must do to prevent bullying of children by other children or adults. Staff should be able to recognise and address different types of abuse such as peer abuse, cyber-bullying and bullying in day to day relationships in the home. Registered persons must ensure that procedures for dealing with allegations of bullying are in place and staff have the skills required to intervene, protect and address bullying behaviours effectively</p> <p>QS 6 The Positive Relationship Standard</p> <p>CHR Reg 11</p> <p>'Regular recorded risk assessments of the times, places and circumstances in which the risk of bullying (including bullying amounting to abuse by other children) is greatest, and takes action where feasible to reduce or counteract the risk of bullying'.</p> <p>Staff must be alert to the signs that bullying is taking place. These may include:</p> <ul style="list-style-type: none"> • Persistent name calling or humiliation of an individual. • Marginalisation or exclusion of an individual within a group. • Individuals changing their routines, patterns or activities in order to escape from or pursue other young people. • Furtive, secretive behaviour. • Patterns of unexplained thefts or damage to a young person's property. • Unexplained injuries or outbursts of fear. • Requests to move placement or disruption of agreed care plans. • Continual absconding from the unit. <p>This statement is in relation to Northumberland County Council's Guidance to Children's Services Staff on Bullying, Quality Standards, Children's Homes Regulations 2015, and the individual homes Statement of Purpose on Anti-Bullying and their Anti-Bullying Policy.</p>	

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Department: Wellbeing and Community Health Services Group	Service:	Reference:
Activity: Risk of bullying	Site:	
People at Risk: Young People	Additional Information: <ul style="list-style-type: none"> There is a Restorative Justice approach within all of the homes which aims at 'repairing' relationships, with the agreement of all parties. All young people are encouraged to take part in Anti-Bullying activities i.e. National Anti-Bullying week. 	
Name of Person Completing Form:	Job Title:	Date:
		Review Date:

Hazard	Risk	Initial Rating L, M, H	Existing Control Measures	Final Rating L, M, H	Additional Action Required (action by whom and completion date – use separate Action Plan if necessary)
Young people left unsupervised during potential 'hot spot'. For example: handovers, meal times and bed times.	Bullying of vulnerable group members.	H	<p>Only one member of staff from early shift to deliver handover to late shift. Remaining staff to stay on the floor with young people.</p> <p>Shift co-ordinator to facilitate time for staff to complete written tasks on a staggered basis to maintain safe staffing levels.</p> <p>Staff to carry the home's mobile phone while on duty, to reduce the amount of time staff need to take calls in the office.</p> <p>Complaints procedure in place.</p>		Review individual risk assessments, behaviour management strategies and placement plans regularly.

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Hazard	Risk	Initial Rating L, M, H	Existing Control Measures	Final Rating L, M, H	Additional Action Required (action by whom and completion date – use separate Action Plan if necessary)
			Young people have access to advocacy, ChildLine and clients relation officer via free telephone line.		
Due to the size of the building, some areas within the home will not be supervised.	Bullying of those residents in the home may occur	H	<p>Non-utilised room/s areas kept locked, thus minimising potential bullying areas. This does not affect fire exit points which remain open.</p> <p>2 Staff on duty, which may at times, incorporates those on flexi shifts. This number could reduce if the home is not running at full capacity i.e. weekends when young people are on leave or on school days when young people are off site.</p> <p>Young people to be monitored by staff on duty, with awareness where all young people are especially in relation to the inside of the building.</p> <p>Risk Assessments are in place to stipulate if it is appropriate for young people to be left unsupervised together e.g. in the lounge.</p> <p>CCTV has been installed to monitor entry / exit points.</p>		

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Hazard	Risk	Initial Rating L, M, H	Existing Control Measures	Final Rating L, M, H	Additional Action Required (action by whom and completion date – use separate Action Plan if necessary)
Young people going out as a group on activities	Possible relaxed supervision due to venue	H	Staff to risk assess group dynamics prior to leaving home. Consult each young person's individual risk assessment and behaviour management plan.		Evolve risk assessment to be completed for category two visits, prior to all activities and submitted to education visits co-ordinator (EVC)
Potential mix of young people who are either perpetrators, victims or both.	Risk of cycle continuing and causing further harm to young people.	H	Individual risk assessments to be completed based on current known information and updated when further information available or when young person's behaviour develops. Link worker to inform team, parents, carers, social workers of any potential difficulties. Regular planning meetings arranged to look at progress and difficulties so that action can be taken.		If risk to victim increases or perpetrators behaviour escalates to the point where the home cannot maintain a safe environment alternative placements may be sought or additional staffing resources requested.
Young people's use of mobile telephones	Intimidation via text messages	M	Individual risk assessment for mobiles telephones. Discipline and sanction policy, and also mobile phone policy in place.		
Misuse of internet	Intimidation via cyberspace	L	All young people to have individual risk assessments in relation to use of internet. Discipline and sanction policy.		
Rough Play between young people	Risk of physical injury	L	Strict no rough play policy in place for staff and young people.		