



Anti Bullying Policy 2021

Approved by:	Approved by Longwill Governing Body
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Signed

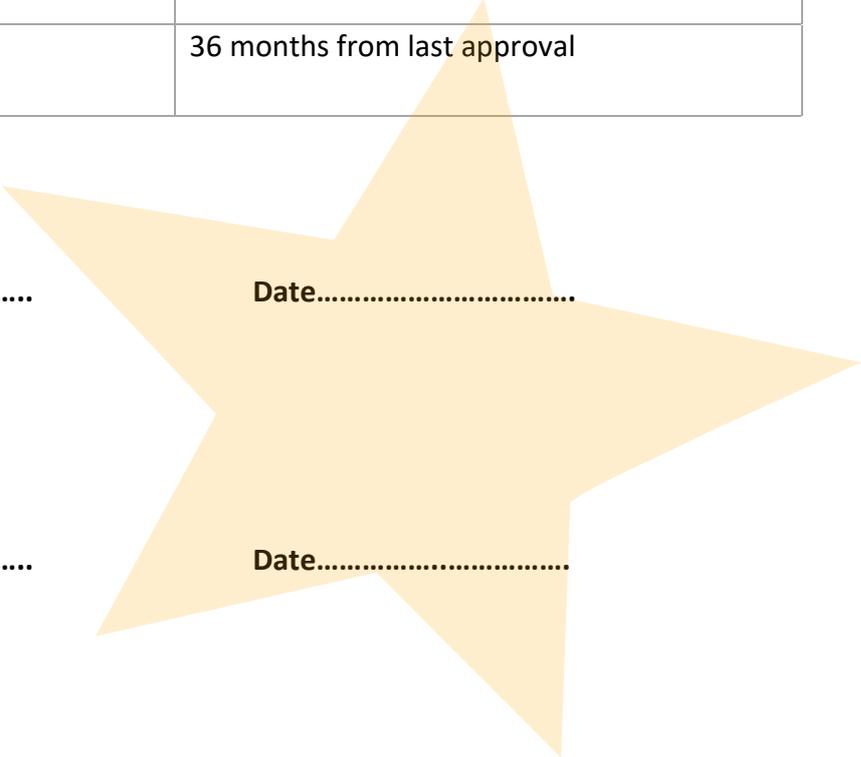
(Chair of Governors)

Date.....

Signed

(Head Teacher)

Date.....



LONGWILL SCHOOL FOR DEAF CHILDREN

ANTI-BULLYING POLICY

INTRODUCTION

Rights Respecting Statement

Longwill is a Rights Respecting School and adheres to the UN Convention on the Rights of the Child. We believe that the articles of the Convention of most relevance to this area of policy are Article 3 ("The best interests of the child must be a top priority in all actions concerning children"); Article 12 ("Every Child has the right to say what they think in all matters affecting them, and to have their views taken seriously) and Article 28 ("Every child has the right to an education). Our positive behaviour policy encourages the right of every child to an education and is balanced with a pupil's need to respect this by behaving in a way which does not damage the education of others.

AIMS AND OBJECTIVES

- Bullying is wrong and damages individual children. Therefore, we do all we can to prevent it by developing a school ethos where bullying is regarded as unacceptable.
- We aim, to produce a safe and secure environment where all can learn without anxiety.
- Longwill School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.
- These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently
- Increase awareness and encourage children to seek adult involvement in the knowledge that they will be taken seriously
- Give children strategies to deal with bullying, including being sufficiently assertive to object to unacceptable behaviour

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- Provide protection, support and reassurance for targets of bullying
 - Help build an anti-bullying ethos in the school. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in the school.

We aim to prevent bullying behaviour through a combination of:

- Encourage good behaviour and respect for others.
- Raising awareness about what bullying is and how it affects people.
- Emphasising the important role that bystanders play in tackling bullying
- Teaching pupils how to safely challenge bullying behaviour.
- Teaching pupils how to manage their relationships constructively and assertively.
- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

Definition - What Is Bullying?

DFE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to). Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Our school's definition of bullying

Longwill's definition of bullying is an action taken by one or more children with the deliberate intention of hurting another child, where the relationship involves an imbalance of power. either physically or emotionally. It is usually unprovoked, persistent and can continue for a long period of time. Bullying behaviour is usually overtime.

Types of Bullying

Peer-on –Peer Abuse

- All staff should be aware that children can abuse children and that it can happen others inside and outside of school and online.
- If staff have any concerns about peer on peer abuse it must be reported to the designated safeguarding lead or Headteacher immediately.

We recognise that there are several types of bullying: physical, verbal, emotional and cyber.

- Physical - pushing, kicking, hitting, punching or any use of violence or threatening behaviour or damaging possessions
- Verbal - Verbal aggression such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes, making nuisance calls and can be delivered in BSL or English.
- Name calling with any sexual comments should be logged as sexual harassment. It should not be taken as a joke or 'just having a laugh'.
- Emotional or relational - being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, 'gaslighting' (psychological manipulation-making them doubt themselves and their sense of reality) or spreading rumours about someone or their family.
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities or any gaming/ streaming app.

Homophobic bullying such as name calling, aggression or exclusion.

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. There are many possible warning signs of bullying, both for individual pupils and whole school.

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture
- Homophobic or Biphobic - offensive remarks or behaviour because of, or focussing on the issue of sexual orientation
- Sexual- unwanted physical contact or sexually abusive comments
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex
- Transphobic - making someone unhappy based on their gender identity or because they may not be perceived as conforming to typical gender norms/dominant gender roles
- Prejudicial - physical, verbal or emotional abuse of a person based on prejudices directed towards specific characteristics e.g. SEND or mental health issues
- Religious - offensive remarks made about an individual's faith or religion
- Bullying related to appearance or health conditions
- Bullying behaviour related to home circumstances

We will be introducing the following simple definition to pupils:

Bullying means:

Several Times On Purpose – STOP!

We encourage pupils to **Tell other people, make it – STOP!**

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Everyone that works with children and young people should always do what is best for each child (*UN CRC:3*)

Vulnerable pupils may include, but are not limited to:

- Pupils with additional SEND other than deafness.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same 'power' (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of travelling to or from school
- does not want to go on the school / use guided transport and begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- lack of eye contact
- becomes aggressive, disruptive or unreasonable – change of behaviour and attitude at home or school
- becomes short tempered
- begins to have high levels of absenteeism
- becomes withdrawn anxious, or lacking in confidence
- starts stammering verbally or in sign
- attempts or threatens suicide/ self-harm or runs away
- cries themselves to sleep at night or has nightmares
- says they feel ill in the morning
- decreased involvement in school work
- returns home with torn clothes or damaged possessions
- missing possessions
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- gives improbable excuses for any of the above
- is bullying other children or siblings
- lack of appetite
- is frightened to say what's wrong
- is afraid or unwilling to use the internet or mobile devices
- is nervous and jumpy when a cyber-message is received

- Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.
- Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
 - They have experienced mental health problems, which have led to the pupil becoming aggravated
 - They have been the victim of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher who will investigate the matter and monitor the situation.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school Premises (Sections 90 and 91 of the Education and Inspections Act 2006)

All pupils have the right to learn and work in an environment where they feel safe and which is free from harassment, intimidation and any bullying. This includes;

- Engaging in educational visits
- Being transported safely to and from school using guided transport
- Engaging in online activity

The Role of Governors

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school. And that any incidents of bullying that does occur are taken very seriously and dealt with appropriately.

The Governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies. The Governing Body reviews the effectiveness of the school policy regularly.

The Governing Body responds to any written request from a parent to investigate incidents of bullying, as long as the complaints procedure has been fully adhered to. In all cases, the Governing Body notifies the Head Teacher and asks that an investigation into the case be held and that they report back to the Chair of the Governing Body.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy.

The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school. When pupils feel they are important and

belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff

As a school there are five key things we remember when responding to a bullying situation:

- We never ignore suspected bullying
- We do not make assumptions
- We listen carefully to all accounts
- We adopt a problem-solving approach
- We follow-up shortly after intervention and some-time later to check the bullying has not resumed.

Teachers take all forms of bullying and unkind actions seriously, and intervene to prevent incidents from taking place.

If a teacher witnesses an act of bullying, they do all they can to support the child who is being bullied, including consulting the DSL and/or Head Teacher. If a child is being bullied, the Head Teacher will inform and meet with the child's parents. The Head Teacher will also inform and meet with the parents of the pupil (s) who have initiated the bullying.

When a bullying incident is identified, it is important to make a record of who was involved, what happened and how it was followed up. Keeping records makes it easier for patterns of bullying behaviour to be identified and effective action taken. Each teacher must log unkind words, unkind actions, verbal or physical bullying on our electronic system; Behaviour Watch. These logs are checked regularly by the DSL.

If a teacher becomes aware of any bullying taking place it must be reported face-to-face as soon as is practically possible, to the Head Teacher or DSL. A problem-solving approach should be initially adopted in such incidents, as it is not always possible to arrive at the definite version of events. As a school we will try to focus on the issue that pupils have fallen out over. This enables pupils to move beyond justifying and defending themselves, and allows all concerned to try to work out an effective solution.

- Follow-up is very important. We have a de-brief with pupils and with staff to ensure that reparation has been made, where possible.
- We will set up follow-up checks and endeavour to liaise with all concerned at a later date/time to ensure that there has been no further re-occurrence of the behaviour.
- Teachers make every attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children we aim to prevent incidents of bullying.
- The role of the Learning Mentor is to work with both pupils and their parents in the event of any unkind behaviour occurring. Pupils are supported in a nurturing manner by the staff and Parents/Carers are fully informed at each stage. Parents are also welcome to make an appointment to see members of the Senior Leadership team, Learning Mentor or key members of staff.

All children have a right to be protected from discrimination of any kind including race, colour, sex, language, religion or disability *UN CRC:2*

The Role of Parents/Carers

Parents/Carers who are concerned that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Under no circumstances should a parent approach another parent or another child directly as this can often lead to distress or conflict. Concerns can be shared between parents and school through the transport guide and in the home-school book, telephone, text, email or face to face.

Parents have a responsibility to support the schools anti-bullying policy and to actively encourage their child to be a positive member of the school.

Role of Pupils

Pupils will be expected to take responsibility for their own behaviours and follow our school ethos and respect the rights of others. All pupils will be aware that they have a responsibility to be considerate toward one another respectful of each others' differences.

Pupils should be protected from bullying by teaching their rights

A right to:

- life and to grow up to be healthy (*Article 6*)
- have information (*Article 13*)
- follow your own religion (*Article 14*)
- meet with friends and join groups and clubs (*Article 15*)
- have privacy (*Article 16*)
- learn and go to school (*Article 28*)
- become the best that you can be (*Article 29*)
- to use your own language (*Article 30*)
- relax and play (*Article 31*)

Reporting Bullying

Pupils are encouraged to report all forms of bullying whether by a pupil or member of staff. Any incident of bullying should be reported first to the class teacher or designated safeguarding lead (Mrs Alison Jackson). The Head Teacher will always be made fully aware of all reports of bullying.

When bullying has occurred, staff member will complete the Notice of Concern Behaviour Safety Log; and identify the type of bullying., the name(s) of the victim(s) and perpetrators(s).

The measures taken and sanctions imposed will be recorded on the behaviour log. Staff must log communication with pupil and parents regarding this incident.

Monitoring and Reviewing

This policy is monitored regularly by the Head Teacher who reports to the Governors about the effectiveness of the policy on request.

It is the Governors responsibility to review its effectiveness annually and by discussion with the Head Teacher. Governors are made aware of information with regard to gender, age and ethnic background of all children involved in bullying incidents. However, the identity of the pupil will remain confidential.

The policy will be reviewed every three years

Appendix 1 Parent Guidance

1. If a child is in danger tell someone immediately
2. Bullying is easiest to stop if reported and responded to early
3. Bullying incidents are most likely to be resolved quickly if everyone works together positively
4. Keep evidence of bullying e.g. emails, texts or online materials or damaged belongings etc.
5. Some bullying cases are very complex and may take time to sort out
6. School, parents and carers must work together.

BULLYING MEANS

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T TIMES
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P PURPOSE

Tell other people, make it STOP

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can

continue for a long period of time. It could be an isolated incident. It always reflects an abuse of power and is usually premeditated.

Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression, such as name calling, threatening comments, insults, racist, homophobic remarks or teasing.
- Cyber bullying

Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality. Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else

Our aim is:

- To create an ethos in which bullying/harassment are considered to be unacceptable by all members of the school community.
- To identify and deal effectively with incidents of bullying/harassment in the school community.

Processes

- Raising awareness about what bullying is and how it affects people
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.
- Teaching pupils how to manage their relationships constructively and assertively.
- Helping to build an anti-bullying ethos in the school.
- Staff encouraging openness and disclosure of incidents through, for example circle time.
- Anti-bullying week annually (Friendship week- Teaching children how to be good friends).

Issues to be explored with pupils include:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied/ to bully?
- What are the effects on others?
- What would our school be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?

Responding to Bullying Situations

If you suspect that your child is being bullied you should:

- Talk to them about their anxieties or worries
- Identify specific incidents and make a note of them
- Identify the perpetrator
- Reassure your child
- Make an appointment to see the class teacher /pastoral lead or the Headteacher
- Discuss your concerns with the school
- Monitor any improvements
- Continue to have open dialogue with your child.

If you suspect that your child is the perpetrator of the bullying or if the school notifies you that your child is involved in bullying you should:

- Talk to them about the incidents that they have been involved in
- Ask them how they are feeling and why they are behaving as they are
- Discuss alternative behaviours
- Reassure them that it is the behaviour that is bad and not them
Make an appointment to see the class teacher/pastoral lead (DHT) or the Headteacher
- Discuss your concerns with the school
- Monitor any improvements
- Continue to have open dialogue with your child