



## Anti Bullying Policy 2025

Approved by:	Approved by Longwill Governing Body
Date: January 2025	
Next review date:	36 months from last approval

Signed .....

(Chair of Governors)

Date.....

Signed .....

(Head Teacher)

Date.....



# LONGWILL SCHOOL FOR DEAF CHILDREN

## ANTI-BULLYING POLICY

### INTRODUCTION

#### Rights Respecting Statement

##### **Rights Respecting Statement**

Longwill School is a Rights Respecting School, fully committed to upholding the principles of the UN Convention on the Rights of the Child. We believe that the most relevant articles to this 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 express their views on matters affecting them, and to have those views taken seriously."
- **Article 28** – "Every child has the right to an education."

Our Positive Behaviour Policy champions each child's right to an education, balanced with the responsibility to respect others' rights by behaving in ways that do not hinder the learning of others.

#### AIMS AND OBJECTIVES

- Bullying is wrong and damages individual children. Therefore, we do all what 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 children can learn without fear, fostering an atmosphere where every child feels valued.
- Longwill School is committed to ensuring every pupil has the right to an education free from all forms of bullying. This policy outlines our approach to managing and preventing bullying incidents.
- Through curriculum strategies on tolerance and understanding differences, we promote an inclusive, respectful, and supportive school culture..

#### **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
- Empower children to seek adult help, knowing they will be taken seriously.
- Teach children how to assert themselves and challenge unacceptable behaviours.
- Offer protection, support, and reassurance for victims of bullying.

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- Build a strong anti-bullying ethos and respond consistently to bullying incidents.

We aim to ensure all school community members understand their roles in eradicating bullying and the collective responsibility to create a safe and welcoming environment for all.

## **PREVENTION STRATEGIES**

We work towards preventing bullying through:

- Encouraging positive behaviour and mutual respect.
- Raising awareness of bullying and its impacts.
- Highlighting the vital role bystanders play in addressing bullying.
- Teaching children how to safely challenge bullying behaviours.
- Promoting healthy, respectful relationships and assertiveness.
- Ensuring a safe, inclusive learning environment where all pupils feel valued.
- Fostering values and attitudes that help pupils become confident, well-adjusted members of the community.

### **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/signing (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Bullying is generally characterised by:

- Repetition: Bullying occurs more than once.
- Intent: It is done with the purpose of causing harm.
- Targeting: A specific individual or group is targeted.
- Power Imbalance: A perceived or actual imbalance of power exists

### **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.

In line with the **Keeping Children Safe in Education (KCSiE) 2024** guidelines, we acknowledge that children may experience abuse from other children, whether in school, on the way to or from school, or online. Child-on-child abuse can take various forms, including bullying, physical violence, sexual violence, sexual harassment, and emotional abuse. This type of abuse should always be taken seriously.

### **Types of Bullying:**

- Physical: Hitting, pushing, damaging possessions.
- Verbal/signing: Name-calling, threats, teasing, insults (including homophobic, racist, or sexist remarks).
- Emotional/Relational: social exclusion, humiliation, spreading rumours, isolation, or psychological manipulation ("gaslighting").
- Cyberbullying: Harmful actions through digital means (e.g., social media, messaging, online games).

### **Other Forms of Bullying:**

- Homophobic: Bullying based on sexual orientation.
- Racist: Based on race, culture, or religion.
- Sexist: Gender-based bullying.
- Transphobic: Related to gender identity.
- SEND-related: Bullying targeted at pupils with additional needs.
- Health-related: Bullying based on a pupil's health or appearance.
- Prejudiced Bullying: Due to perceived differences, such as family circumstances or mental health issues.

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.

### **A simple definition for 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 that some young people have towards those who are different from themselves.

### **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.

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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 of Bullying**

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:

A child may show signs they are being bullied, such as:

- Reluctance to go to school.
- Changes in behaviour (aggressive, withdrawn, anxious).
- Unexplained injuries, missing possessions, or damaged belongings.
- A sudden drop in academic performance or attendance.

While these may not always indicate bullying, they should be taken seriously and investigated.

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**

Under the **Education and Inspections Act 2006**, school staff have the power to discipline pupils for misbehaviour occurring outside of school grounds if it affects the wellbeing of the school community (e.g., on educational visits, transport, or online).

## **The Role of Governors**

The Governing Body supports the Headteacher in preventing and addressing bullying. They review the anti-bullying policy regularly and ensure that records of bullying incidents are kept, with periodic reports on the effectiveness of strategies. Governors will address any concerns raised by parents regarding bullying and ensure investigations are carried out.

### **THE ROLE OF THE HEADTEACHER**

The Headteacher is responsible for implementing the anti-bullying policy and ensuring all staff are aware of the procedures. The Headteacher will also keep the Governing Body informed about the policy's effectiveness and ensure that pupils understand that bullying is unacceptable.

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.

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- 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.

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

The policy will be reviewed every three years



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## **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

- S** SEVERAL  
**T** TIMES  
**O** ON  
**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 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