

Anti Bullying Policy 2016

Approved by:	Approved by Longwill Governing Body
Date: September 2016	
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

1. 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's to an education and is balanced with the pupil's need to respect this by behaving in a way which does not damage the education of others.

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

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is usually unprovoked, persistent and can continue for a long period of time.

Bullying behaviour is overtime and can include:

Physical aggression such as hitting, kicking, taking or damaging possessions

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

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

Cyber bullying via social media or using mobile phones, the internet.

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.

2. AIMS AND OBJECTIVES

Bullying is wrong and damages individual children. We therefore, do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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:

- 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.

3. 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 do 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 him/her to conduct an investigation into the case and to report back to representative of the Governing Body.

4. 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 (both teaching and non-teaching) 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 on request.

The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to the fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Gentle reminders such as this should take place once or twice a term regardless of incidents.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important

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

The Head Teacher and members of the Leadership Team are responsible for determining the measures to be taken in order to:

- Promote self-discipline and regard for authority
- Encourage good behaviour and respect for others
- Prevent all forms of bullying against pupils
- Ensure that pupils standard of behaviour is acceptable
- Regulate pupils conduct

5. THE ROLE OF THE TEACHER and TEACHING ASSISTANTS

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 Head Teacher. If a child is being bullied over a period of time, the Head Teacher informs and meets with the child's parents. The Head Teacher will also inform and meet with the parents of the child or children 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 fill in a yellow behaviour log which all behaviour incidents are recorded on. All notices of concern are logged on the MYCONCERN electronic system. These logs are checked regularly by the Safeguarding lead.)

If a teacher becomes aware of any bullying taking place between members of a class the teacher/SMT or SLT will deal with the issue as soon as is practically possible. 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 the children and their parents in the event of any unkind behaviour occurring. The children are supported in a nurturing manner by the Teaching Assistant 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.

6. 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.

7. MONITORING AND REVIEW

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

This anti-bullying policy 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.

The policy will be reviewed by the Governors as part of the annual cycle of policy review.

Appendix 1 – Parent Guidance

Remember

- 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 web-materials, photos of damaged belongings, doctors letters or records of any injuries
- 5 Some bullying cases are very complex and may take time to sort out
- 6 Many agencies are working together to help tackle bullying in Birmingham

Appendix 1 **Parents' / Carers' Anti-Bullying and Harassment Guidance**

Definitions

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 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 or the head teacher
- 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/head teacher
- Discuss your concerns with the school
- Monitor any improvements
- Continue to have open dialogue with your child