




ANTI-BULLYING POLICY

Our Vision:

Achievement, Belonging, Celebration:
valuing every child through fostering independence,
inclusion, trust and support.

Our Mission

*Supporting our learners to develop holistic skills for
life.*

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| Reviewed by: | HT and DSL |
| Ratified by: | Local Governing Body |
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| Chair of Trust/Governor Signature: |  |
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1. Rationale

The Governors and Staff at New Siblands School are committed to providing a safe and secure school environment for all our pupils. The Governors and Staff believe that effective teaching and learning occurs when pupils feel safe, happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. All the pupils at New Siblands School have special educational needs and may present additional disabilities, e.g. profound and multiple learning difficulties, sensory, physical, medical needs, autism, challenging behaviour or any combination of these. Our approach to anti-bullying needs to take into consideration the impact of inappropriate behaviours on our pupils, but also of specific types of special needs our pupils have which may affect their behaviour. While the school recognises this dilemma it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional and wellbeing of all, whenever and wherever it occurs. Where appropriate, pupils will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. We work closely with the School Council to hear their views and opinions. (See Article 12, United Nations Conventions on the Rights of the Child).

2. Objectives

To inform all Governors, teaching and non-teaching staff, volunteers, parents and pupils of the following:-

- An understanding of the concept of bullying and its broader definition within New Siblands School
- The school policy procedures and reporting guidelines relating to incidents and concerns
- The importance of providing a safe and secure environment for all pupils and staff.

3. What do we mean by “Bullying” at New Siblands?

The school distinguishes between bullying and the inappropriate behaviours that arise through the impact of special educational needs, associated social or behavioural problems (See Behaviour policy)

4. What is Bullying?

Bullying, in all cases it is profoundly hurtful, disruptive and not conducive to effective teaching and learning. This policy deals with pupil to pupil incidents of bullying and harassment only.

Bullying occurs where somebody knowingly commits an unwelcome act (either verbal or physical) towards an individual or group. In “Safe to Learn’ the Government defines bullying as: ‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

Bullying behaviour may present itself through:-

- Violent physical attacks, i.e. kicking, biting, scratching, punching, hair pulling etc.
- Threats, teasing,
- Interfering with belongings,
- Prejudice due to sexual orientation and/or gender re-assignment,
- Racially offensive conduct
- Cyber bullying,
- Ridicule,
- The invasion of privacy,
- Prejudice due to religion and/or belief,
- Vandalism and intimidation,
- Deliberate name calling,
- Excluding others from games and activities.

At New Siblands School we also recognise the importance of safeguarding our pupils against Anti-radicalisation. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Although serious incidents involving radicalisation have not occurred at New Siblands School to date, it is important for us to be constantly vigilant and remain fully informed about the issues. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the Child

Protection/ Safeguarding Co-ordinator or LADO –local authority designated officer).

5. Signs and Symptoms

A pupil may show the following signs or behaviour that he/she is being bullied or feels threatened. Adults must be aware of these possible signs and they should immediately inform the Head teacher or senior leadership team (SLT) of their concerns:

- Changes in normal routines or behaviour,
- Shows by their behaviour they are frightened of others, i.e. defensive behaviour,
- Is unwilling to go to school,
- Clings to adults,
- Becomes withdrawn, anxious, or lacking in confidence,
- Starts stammering,
- Develops poor sleeping patterns,
- Feels ill in the morning,
- Deterioration in school work,
- Has unexplained cuts and bruises,
- Becomes aggressive, disruptive or unreasonable,
- Stops eating,
- Makes disclosures to staff.

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and should be investigated.

6. The Curriculum and Learning

Issues associated with bullying and its management will form part of the personal, social and health education (PSHE) curriculum schemes of work, these may involve:-

- SMEH – (Social, Emotional, Mental Health)
- Developing appropriate interactional and social skills,
- Exploring feelings and emotions,
- Exploring the impact of a person's behaviour on others,
- Exploring the effects bullying may have on others,
- Role play to explore such feelings, Being kind to others, sharing,
- Developing strategies that address challenging bullying behaviour,
- Not allowing someone to be deliberately left out of a group,
- Telling a member of staff what is happening,
- Telling the bullying student that they disapprove of his or her actions,
- Discussions and agreement of school, class and playground rules,
- Identifying and celebrating individual differences and talents and promoting mutual respect for all

Many occasions during school can be used to raise awareness of bullying, its effects and how to handle being bullied. These include playtimes, assemblies, R.E., circle time, PSHE, drama & ELSA (Emotional Literacy support Assistants)

7. Responsibilities

Responsibilities of school and staff:

- Have a clear understanding of the school policy,
- Provide a safe and secure environment for all,
- Respond promptly, report and record issues of bullying onto CPOMS
- Promote through the curriculum the development of suitable responses to inappropriate behaviour and an awareness of the impact of one's own behaviour on others,
- Provide/attend appropriate training opportunities.
- Responsibilities of Parents/Carers:
- Report any concerns immediately to the school,
- To be alert to and inform the school about significant behaviour changes and signs of distress to their children,
- To work in partnership with the school on encouraging positive behaviour, valuing differences and promoting a sensitivity to others,
- Inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life.

Responsibilities of pupils:

- Not to become involved in bullying incidents or be a bully,
- To tell a member of staff, parent or carer if they think bullying is taking place,
- To be kind and work and play with others,
- To value pupil differences and treat others with respect.

8. Procedures for the Management of Bullying

All staff are responsible for implementing this policy and reporting any incidents of bullying immediately to a member of SLT. The following procedures must be implemented by all members of staff:-

- Identify and consistently apply school rules, responsibilities and respond to bullying or inappropriate behaviour, to ensure a safe school environment for all,
- All incidents of bullying will be challenged by staff and immediate action taken,
- Report any incidents or suspected incidents of bullying or unacceptable behaviour to a member of SLT and an investigation will take place,
- For pupils with specific special needs or language problems that make it difficult to raise their concerns or fears, staff must be vigilant to ensure their safety and observe and explore any changes in their behaviour that may result from being bullied,

- For verbal pupils, staff must listen sympathetically to them – if a student thinks it is important, it is important,
- In the event of a complaint of bullying, the school will carry out an investigation into the allegation,
- The parents/guardians of all pupils involved will be informed of the allegation.
- Records will be kept of all such investigations,
- All relevant parties will be kept informed of the outcome of the investigation,
- If the school concludes that bullying has taken place then the parent/guardians of all pupils involved will be contacted by the school and a strategy will be agreed to ensure that the bullying is stopped,
- Accurate records of the incident and of any follow up action will be kept electronically in CPOMS

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