



Keelman's Way School

Anti-Bullying Policy

Our school aims to

- Value communication and provide the opportunity to make this successful
- Promote and encourage independence, confidence and self-advocacy
- Establish an atmosphere of security, trust and respect for all
- Work with pupils, staff, parents and other agencies to keep all of our pupils safe.
- Recognise our duty of care and responsibility to safeguard all participants from harm
- Promote and implement this anti-bullying policy in addition to our safeguarding policy and procedures
- Seek to ensure that bullying behaviour is not accepted or condoned
- Take action to investigate and respond to any alleged incidents of bullying
- Encourage and facilitate children and young people to play an active part in developing and adopting a code of conduct to address bullying
- Recognise our commitment to upholding UNICEF and the UN Convention of Rights of the Child (Appendix 1)

We all have a duty to keep one another safe from harm and we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff or someone they know can help.

Bullying can be:

- Emotional Being unfriendly, excluding, tormenting
- Physical Pushing, kicking, hitting, punching or any use of violence
- Racist Racial taunts, graffiti, gestures
- Sexual Unwanted physical contact or sexually abusive comments
- Verbal Name calling, sarcasm, spreading rumours and teasing
- Cyber All areas of internet such as email & internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology i.e. camera and video facilities

Pupils at Keelman's Way School all have a learning disability (SLD and PMLD) this may on some occasions mean that they do not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. These behaviours may include wanting to be near a 'target' child or being interested in making physical contact with a pupil, such as touching a particular part of his or her body, or demonstrating potentially physically harmful behaviours, such as kicking or pinching the skin. Similarly, some pupils at Keelman's Way School, who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at Keelman's Way School have a duty to not only be aware of such behaviours and of any child involved, but also to respond appropriately to instances of bullying behaviours.

If necessary, Keelman's Way School can draw upon a range of skilled and knowledgeable professionals to help devise strategies to manage and reduce bullying behaviours and their effects.

Implementation

The proactive strategies being employed to overcome a pupil's potential or actual bullying behaviour must be recorded in a Behaviour Support Plan. Strategies need to be carried out over a specific time span and their effectiveness reviewed.

It is also important to help the pupil who is the target of bullying behaviour, particularly as he or she may have difficulty communicating about their experiences. The child should be able to communicate in his or her preferred mode. The pupils need to understand that they will always be "safe" if they do this.

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Signing a behaviour contract
- Social stories or drawing pictures about bullying to increase understanding
- Reading stories about bullying or having them read to a class
- Making up role-plays
- Having discussions about bullying and why it matters
- Rewarding positive behaviour through school systems

Bullying and Keelman's Way School Curriculum

In all work with pupils, staff emphasise the importance of developing social skills, including respect for the feelings of others. Where pupils have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate. The school curriculum builds on this through a wide range of PSHE based activities. Pupils are also taught regularly about ways to keep safe on the internet and the school holds a safe internet week which highlights safe use of the internet and what to do if you feel bullied online 'stop, block, tell'. Parents are also

invited in to learn about keeping safe on the internet and can use these sessions to discuss their worries and concerns.

Staff are important role models for the pupils. The behaviour of adults towards each other and towards the pupils is a potentially highly effective tool for preventing and for decreasing bullying behaviours in pupils with SLD and PMLD.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated

Signs

All our pupils are individuals and staff are trained and committed to recognising individual need.

Every child is different but 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 for example:

- Doesn't want to go on the taxi or transport
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill regularly when coming to school
- Begins to do poorly in school work
- Has possessions which are damaged or "go missing regularly"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Appears quiet in class
- Seeks excessive reassurance in certain situations

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. If individual pupils and staff

recognise any unusual behaviour or a change in how the person presents this should be discussed with a senior leader.

Procedures

- Report bullying incidents to senior staff
- The incidents will be recorded by staff
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss any identified issues
- If necessary and appropriate police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- Work to help the bully(bullies)change their behaviour

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
- If possible, the pupils will be reconciled
- Pupils will be educated in PSHE sessions as a whole group
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Help Organisations

Advisory Centre for Education (ACE)	020 73548321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 120 5204
Parentline Plus	0808 800 2222
Youth Access	020 8772990
Bullying online	www.bullying.co.uk

Signed..... Date.....

Head Teacher

Signed..... Date.....

Chair of Governors

Spring 2017

To be reviewed Spring 2018

Appendix

We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child. Children's rights and responsibilities:

- • Article 3 - The best interests of the child must be a top priority in all things that affect children.
- • Article 4 - Governments must do all they can to make sure every child can enjoy their rights.
- • Article 6 - Every child has the right to life. Governments must do all they can to make sure

that children survive and develop to their full potential.

- • Article 12 - Every child has the right to have a say in all matters affecting them, and to have

their views taken seriously.

- • Article 13 - Every child must be free to say what they think and to seek and receive all kinds

of information, as long as it is within the law.

- • Article 14 - Every child has the right to think and believe what they want and to practise

their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

- • Article 15- Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- • Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

- • Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

- • Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

- • Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as

well as respect for their parents, their own and other cultures, and the environment.

- • Article 30 - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.
- • Article 37 - No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.