



# **Anti-Bullying Guidance & Policy (Learners)**

**Reviewed January 2023**

## Anti-Bullying Guidance & Policy (Learners)

### 1. Commitment

The Governors and Staff at Cann Bridge School are committed to providing a safe and secure school environment for all our learners and staff. It is not an expectation of the school that staff or learners are subjected to physical or verbal abuse or harassment in any form. The Governors and Staff believe that effective teaching and learning occurs when learners and staff feel safe and happy and are free from the anxiety and stress that can arise from violent, aggressive or bullying behaviour.

All the learners at Cann Bridge School have severe learning difficulties and may also have additional disabilities, e.g. sensory, physical, medical needs, A.S.C or a combination of these. Our approach to anti-bullying therefore needs to take into consideration the impact of inappropriate behaviours on physically and emotionally vulnerable learners and the influence of specific types of disability on behaviour. While the school recognises this dilemma, it is also focussed on identifying where 'true bullying' may occur and the possible unintentional incidents that may make learners feel threatened, unsafe or afraid. The school will act promptly to address any form of bullying, intentional or behaviour leading to someone feeling threatened, and also the aspects of behaviours that may impact upon the health and well-being of all.

Learners 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. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable learners who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

### 2. Objectives

To ensure that Governors, teaching and non-teaching staff, volunteers, parents and learners have an understanding of:

- the definition of bullying within Cann Bridge School
- the importance of providing a safe and secure environment for all learners and staff
- the policy, procedures and reporting guidelines relating to incidents and concerns relating to bullying at Cann Bridge School

### 3. What do we mean by "Bullying" at Cann Bridge School?

The school distinguishes between:

- inappropriate behaviours displayed towards others through the impact of special educational needs which may cause the second party to feel intimidated, scared or anxious and
- bullying behaviour which is premeditated and carried out with the specific purpose of causing pain, intimidation, fright or anxiety

While not underestimating the impact of any inappropriate behaviour on the physical and emotional well-being of the recipient the approach to the management of such behaviour will differ from the approach taken towards bullying. (Please see Behaviour & Positive Behaviour Support Policy). Inappropriate behaviours that impact on the physical and emotional welfare of others are unacceptable whatever the cause or context and will be addressed appropriately and with immediacy.

### 4. What is Bullying and Harassment?

There is no legal **definition of bullying**. However, it's usually **defined** as behaviour that is: repeated and intended to hurt someone either physically or emotionally. It is behaviour which is often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation or at those smaller, less able or weaker.

Harassment is defined as the act of systematic and/or continued unwanted and annoying actions of one party or group against another individual or group.

Bullying or harassment may occur between learners, between staff at all levels, from learners towards staff or from staff towards learners. In all cases it is profoundly hurtful, disruptive and not conducive to effective teaching and learning. This policy deals with learner to learner incidents of bullying or harassment only. Where learners or parents allege harassment by staff, the Headteacher should investigate and there are separate procedures for incidents involving employees of the school (Anti-Bullying and Anti-Harassment Policy Staff).

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,
- use of social media, text or other electronic communication,
- ridicule,
- the invasion of privacy,
- prejudice due to religion and/or belief,
- vandalism and intimidation,
- deliberate name calling,
- excluding others from games and activities.

but to be bullying this must be persistent behaviour rather than a one-off incident.

## **5. Signs and Symptoms**

A child may indicate by signs or behaviour that they are being bullied or feels threatened. Adults must be aware of possible signs and they should immediately inform their line manager of their concerns. This should be followed by the information being shared with the Designated Safeguarding Lead, or in their absence the Deputy Designated Safeguarding Lead.

Possible indicators of bullying:

- Changes in normal routines or behaviours,
- Shows by their behaviour they are frightened of others, i.e. defensive behaviour,
- Is unwilling to go to school,
- clinging to adults,
- becomes withdrawn, anxious, or lacking in confidence,
- starts stammering,
- develops poor sleeping patterns,
- feels ill in the morning,
- shows a deterioration in school work,
- has unexplained cuts and bruises,
- becomes aggressive, disruptive or unreasonable,
- stops eating,
- discloses 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 PSHE schemes of work and involve:

- developing appropriate interactional and social skills,
- exploring feelings and emotions,
- exploring the impact of a person's behaviour on others
- role play to explore such feelings,
- being kind to others, sharing,
- developing group skills,
- 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,
- at all times staff will promote and model co-operative behaviour and anti-bullying values,
- discussions and agreement of school, class and playground rules,
- identifying and celebrating individual differences and talents and promoting mutual respect for all

### **Other Awareness Raising Activities**

Other occasions during school can be used to raise awareness of bullying, the effects and how to handle being bullied. These include playtimes, assemblies, R.E., circle time, workshops and drama.

### **Responsibilities of the School and Each Individual Member of Staff**

The school and each individual member of staff have a responsibility to:

- have a clear understanding of the school policy,
- provide a safe and secure environment for all,
- respond promptly, report and record issues of bullying,
- promote through the curriculum the development of appropriate responses to inappropriate behaviour and an awareness of the impact of one's own behaviour on others,
- 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,
- commit to the home/school contract, and abide by that agreement.
- 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 learner circumstances which may affect the ways in which learners respond to school life.

## **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 the SMT who must report it to their immediate line manager.

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.
- View bullying from the perception of the victim and not as a bystander.
- All incidents of bullying will be challenged by staff and immediate action taken to secure the safety of the victim.
- Report any incidents or suspected incidents of bullying or unacceptable behaviour to the immediate line manager who will inform the Headteacher and an investigation will take place.
- For learners 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 learners, 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 of all learners involved will normally be informed of the allegation.
- Records will be kept of all such investigations on CPOMs.
- The parents who have made the allegation will be informed of the outcome of the investigation.
- If the school concludes that bullying has taken place then the parents of all children 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 on CPOMs.

Responsibilities of learners:

- 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 learner differences and treat others with respect.

### **Associated Policies and Procedures:**

The general principles and procedures presented in this policy are also supported through the following documents:-

- Child Protection & Safeguarding Policy
- Behaviour & Positive Behaviour Support Policy
- Equal Opportunities Policies
- Whistleblowing Policy
- Anti-Bullying and Anti-Harassment Policy (Staff).

### **Review**

This policy will be reviewed in line with the school policy review schedule.