Policy Connection

This policy should be read in conjunction the Supplementary Guidance for Curriculum Policies (covering Philosophy & Purpose; Connections; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting; Supporting Learning Beyond the School and online safety).

What Is Bullying?

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."*

Bullying can be:

- Emotional Being unfriendly, excluding, tormenting (e.g. threatening gestures)
- Physical Pushing, kicking, hitting, punching or any use of violence
- Racist Racial taunts, graffiti, gestures
- Sexual Unwanted physical contact or sexually abusive comments
- Homophobic Because of, or focussing on the issue of sexuality
- Verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as social media misuse
  Mobile threats by text messaging & calls
  Misuse of associated technology, i.e. camera &video facilities

*It is important to note that for intent to be present there would need to be an expressive communication level of 4 key words and above.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has protected characteristics, covered by the act which protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Loyne Specialist School will not tolerate bullying, derogatory comments or less favourable treatment of any member of staff/visitors/pupils on these grounds. This is detailed further within the Single Equality Policy.

How the Loyne Specialist School combats bullying

Against pupils:

- All staff work hard to ensure that pupils are kept safe, and learn how to make effective relationships with others, (a key element within PSHE & Citizenship).The SEAL programme (Social and Emotional Aspects of Learning), a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying

- Pupils are listened to carefully and sensitively
- When there is appropriate cognitive understanding, pupils are taught personal safeguarding strategies through the 'Kidsafe' programme. Language is taught to develop understanding that it is acceptable to say 'no', to walk away and tell a trusted adult.
- Class rewards are used to promote achievement, including behavioural progress
- Staff (including Welfare Assistants) remain vigilant at all times, pupils are always supervised
- Any form of bullying is dealt with appropriately and in line with the pupil's cognitive level and understanding. Advice on supporting an individual is given in their Positive Behaviour Support Plan
- Issues relating to bullying are promptly shared with staff and relevant parents and carers, and incidents are recorded to include type of bullying
- If necessary and where dynamics/ combinations of particular pupils create situations where bullying may occur, then consideration is made if pupils can be separated physically in class/ lunch / playtime, and during travel to and from school

Against staff

- Staff have access to the Barnardo's Mental Health Support Team. This is a confidential service based in school and in Lancaster, staff can self-refer and seek early support and signposting for additional support services.
- The school has a Wellbeing Team, who meet regularly and review our wellbeing programme in school. The Team has two Mental Health First Aid trained staff, this information is displayed on a board in the school corridor.
- School has a designated Senior Mental Health lead, this is Kathryn Veevers.
- School use the cpoms Staff Safe system to record low level concerns.
- New staff are supported by a mentor to enable them to learn about the school, its structure and practices
- Annual performance management meetings enable staff to discuss positive progress and support personal development
- Support can be received via a 24-hour counselling helpline for employees, provided by LCC
- The Whistle Blowing policy clearly outlines existing procedures in place to enable staff to lodge a grievance etc relating to their own employment
- Staff teams as well as clear communication channels between staff and the SMT allow for issues with parents and the wider community to be dealt with appropriately and staff supported throughout
- Effective feedback methods are used to understand people's views on how they are managed

Anti-bullying strategies

The aims of school anti-bullying strategies and intervention systems are:

- To promote, encourage and reward good behaviour in accordance with the schools behaviour and care and control policies
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil, staff, or parent, who has experienced bullying and to trigger sources of support
- To apply natural consequences or sanctions to the person causing the bullying and ensure they learn from the experience, possibly through multi-agency support

Preventative strategies include:

- Effective school leadership that promotes an open and honest anti-bullying ethos and reporting
- Curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages).
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying for staff, parents and pupils (e.g. Online Safety workshops for pupils and parents; whole-school assemblies)
- Working with learners and families in developing positive and appropriate behaviour support plans
- Providing training in the use of appropriate strategies and interventions which are guided by the principles of PROACT SCIPr U.K. ®
- Offering pastoral support from a member of the Senior Leadership Team to all members of staff whenever requested
- Developing Positive Behaviour Support Plans (PBS) for learners in order to address challenging behaviour
- Dedicating time in weekly briefings to the discussion of issues related to positive behaviour support.
- Regular monitoring of reported incidents
- Debriefing staff following difficult incidents using a range of personalised methods

Natural Consequences or Sanctions for dealing with bullying

Pupils

Within our PBS approach we draw on natural consequences that support pupil and student understanding of the consequence of their actions. As a rule, learners do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other learners in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other learners.

In the first instance, where there is a behaviour of concern, staff should carefully consider the use of natural consequences to the behaviour and how this can be used as teaching point for the learner. These should be identified on the positive behaviour support plan.

Sanctions, such as the removal of a favourite activity or item, are only permissible as part of a rational and considered intervention. Any such sanction should be recorded as an incident on CPOMS and included within the PBS plan. Similarly, in accordance with human rights legislation, it is not permissible to withdraw food or drink as a sanction.
Sanctions for bullying are intended to hold those who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the person to put right the harm they have caused.

Staff / Governors

In the event of staff bullying, disciplinary procedures would apply. Disqualification of Governors would occur in the event of bullying by Governors.

Working with Families and Other Agencies

It is imperative that we work closely with each learners' parents or carers to evolve effective strategies in order to support learners across a range of contexts. Regular liaison and collaboration are required in order to develop consistent approaches that enable the learner to generalise appropriate learning and in order to support both families and professionals in their work with the learner.
The school will actively engage other agencies and professionals where it is considered by the school and the learner's parents or carers that this action is in the best interests of the learner. The school will offer and seek support in the development of practice which is of benefit to individual learner.
Parents must be informed of any major incidents, of all agreed physical intervention that require monitoring and of any unplanned restrictive physical interventions. Parents should also be immediately informed of any marks and or bruising by phone call. Judgement and agreement with families is needed in the frequency of informing parents of minor incidents.

Commitment to Inclusion

The Loyne Specialist School develops resources, provides in-service training, consultancy and support to positively influence practice beyond the school and to fulfil our commitment to inclusion.

Reporting monitoring and recording incidents of bullying

Reporting

Pupils, staff and parents are encouraged to report bullying in any form. They are reassured that this can be done in confidence using a variety of methods; these may include, speaking to a member of staff, anonymous worry box for pupils, confidential wellbeing message system for staff where bullying incidents can be reported as a victim, or as a witness.

Recording

The Loyne Specialist School will record all incidents of bullying including the type of bullying and will report to the governors and the L.A. via the Headteacher's Report to Governors. Recording of incidents will take place using CPOMS where the SLT member responsible for the management of bullying within the school community should be alerted.

Recording bullying enables the school to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Celebrate the anti-bullying work of the school
- Demonstrate defensible decision making in the event of a complaint being made
- Engage and inform multi-agency teams as necessary

Reviewing the policy

The Loyne Specialist School will review the anti-bullying policy every 4 years.

Date of policy: February 2024
To be reviewed: February 2028

Emma Flynn

Contributing Policies
Behaviour Policy
ICT Acceptable Use Policy for Adults, Pupils and Students
Single Equality Policy
Whistle Blowing Policy

Bibliography

DfE (2014) Cyber bullying: advice for headteachers and school staff https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf [Accessed 19th May 2016]

DfE (2014) Preventing and tackling bullying: Advice for headteachers, staff and governing bodies https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf [Accessed 19th May 2016]

DfE (2014) Supporting children and young people who are bullied: Advice for schools https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf [Accessed 19th May 2016]

Home Office (2010). The Equality Act 2010. http://www.homeoffice.gov.uk/equalities/equality-act/ [Accessed on 29th May 2012].