



Knowsley Central School

Anti-Bullying Policy.

Reviewed by:
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Introduction

Knowsley Central recognise that pupils may be bullied in any school or setting, and recognise that preventing and raising awareness and consistently responding to any case of bullying should be a priority to ensure the safety and well-being of our pupils.

It is important to recognise that pupils within Knowsley Central all have an Educational Health Care Plans; therefore, all of the pupils are neuro diverse and their development is not in line with their chronological age. Pupils behaviour can often be cause and affect and is often not intended to cause distress to another pupil or others around them. The behaviour is often to gain feedback or a response. Understanding this information Knowsley Central will ensure that another pupils behaviour does not have a detrimental affect on another pupil within school.

Each individual case of suspected bullying will be investigated appropriately and measures will be put in place to support pupils to ensure their safety and well-being.

Bullying involving Children with Special Educational Needs and Disabilities Safe to Learn: Embedding anti-bullying work in school's department for Children Schools and Families 2008 states that bullying is:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury, damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour maybe seen by someone else as bullying.'

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy.

Types of Bullying

Cyber-Bullying The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Physical bullying Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Social bullying Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Knowsley Central mission statement states

'Everyone is a star and can shine in our learning community'

Through this statement Knowsley recognizes that pupils need to feel safe within their environment, so that they can access learning to the best of their ability. Knowsley recognizes that our pupils are particularly vulnerable to bullying in the wider community.

Knowsley Central understands the importance of the Equality Act 2010 and recognizes the following as types of discrimination.

- age
- gender reassignment
- being married or in a civil partnership
- being [pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Knowsley Central supports pupils with the understanding that

- every pupil is a unique pupil, and will be supported to constantly learning and can be supported to be resilient, capable, confident and self-assured;
- pupils are supported learn to be strong and independent through positive relationships;
- pupils are supported to learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils.

Through understanding the best approach to support pupils within their learning Knowsley Central supports pupils to have the best understanding of their own emotions, how to engage and build upon relationships. Knowsley Central engages pupils in learning appropriate strategies to share their emotions if they feel unhappy or unsafe.

Staff know pupils well and can spot changes in behaviour, this is greatly important for all pupils especially non-verbal pupils as this can be a signal that something is affecting the pupil and staff are then proactive in discovering what concerns the pupil has.

Bullying Prevention

At Knowsley Central staff understand that it is importance of teaching pupils about bullying therefore raising awareness. For our pupils the methods for raising awareness are through a variety of ways that are meaningful to the pupils. There is a positive approach to being kind, friendly and caring and showing appreciation for others. The methods for developing pupils understanding is broad and ranges from 1:1 work to friendship groups, celebrating anti bullying week. Developing self-regulation through a variety of means such as sensory and enabling pupils to develop communication systems to share their thoughts and feelings.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher/Assistant Headteacher or senior member of staff. In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Within Knowsley Central that many pupils do not have the cognitive understanding to know that their actions may be classed as bullying and that we as the responsible adults may need to adapt to support a pupil from causing distress to another pupil. When considering if a case is officially bullying it is important that we recognize the level of understanding that a pupil has.

If the allegation of bullying is upheld and it is deemed that the pupils have full understanding, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed.

If it is deemed that the pupils do not have full understanding then it maybe the there is a member of staff to shadow a pupil to ensure they can support to adapt behaviour, it maybe that the pupil moves into another class or grouping for some aspects of the school day, or are moved to another group completely and supportive work will be put in place to work with the pupil who has demonstrated the behaviour to attempt to adapt behaviour so that they can socially interact with all peers appropriately.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), there would be further monitoring and consideration of change of placement if absolutely necessary.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical:

- unexplained bruises, scratches, cuts
- missing belongings, damaged clothes, or schoolwork
- loss of appetite
- stomach aches, headaches, bedwetting.

Emotional:

- losing interest in school

- being withdrawn or secretive
- unusual shows of temper
- refusal to say why unhappy
- high level of anxiety
- mood swings
- tearfulness for no reason
- lack of confidence
- headaches and stomach aches
- signs of depression.

Behavioural:

- asking to be taken to school
- 'losing' more items than usual
- sudden changes in behaviour and mood – displaying with completely different behaviour for no apparent reason.
- concentration difficulties

Documents referred to

'Effective responses to Bullying Behaviour'. January 2022.

'Keeping Children Safe in Education' September 2021

Bullying involving Children with Special Educational Needs and Disabilities Safe to Learn: Embedding anti-bullying work in school's department for Children Schools and Families 2008

Children Act 1989

Policies to be read in- conjunction

Behaviour Policy

Safeguarding policy

Equality policy

Child Protection Policy

