



Kemball School

"We can because we try"



Anti-Bullying Policy 2024-26

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School Commitment

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

All the pupils at Kemball School have special educational needs and may present additional disabilities, e.g. multiple learning difficulties, sensory, physical, medical need, A.S.C, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. 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 operates a 'primary' style education whereby pupils remain in their class for their lessons with familiar members of staff. This allows the pupils to be monitored throughout the school day and also during social time. Two classes share a bathroom area that is attached to the main classroom. Each class has its own outside area. These safety measures, assist in preventing any possible incidents of bullying. Due to smaller class sizes, staff get to know the pupils well and are able to build trusting relationships. Pupils are encouraged to share any concerns that they may have.

The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional and well-being 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. All staff will be made aware of their responsibilities for ensuring the safety of our pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

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 Kemball School;
- The school policy procedures and reporting guidelines relating to incidents and concerns relating to the wider concepts of 'bullying' at Kemball;
- The importance of providing a safe and secure environment for all pupils and staff.

3. What do we mean by “Bullying” at Kemball School?

The school distinguishes between the inappropriate behaviours to others that arise through the impact of special educational needs and associated social or behavioural problems and those that occur through bullying. 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 bullying will differ. (Please see Behaviour Policies and Procedures). Although this policy relates to the management of bullying within the school, inappropriate behaviours that impact on the physical and emotional welfare of others, whatever the cause or context, will be addressed immediately.

4. What is bullying?

Definition:- Bullying has been defined in Government policy and accepted in law as: **Deliberate, hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.**

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 and the misuse of social media outside of school
- Ridicule,
- The invasion of privacy,
- Prejudice due to religion and/or belief,
- Vandalism and intimidation,
- Deliberate name calling,

- Excluding others from games and activities.

5. Signs and Symptoms

A child may indicate by 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/safeguarding lead 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,
- Becomes withdrawn, anxious, or lacking in confidence,
- Develops poor sleeping patterns,
- Deterioration in school work,
- Has unexplained cuts and bruises,
- Becomes aggressive, disruptive or unreasonable,
- Stops eating,
- Disclosures to staff.
- Self harm

These signs and behaviours may indicate other problems. There could be other reasons for these signs so it is important not to jump to conclusions and ask is there anything else that may be bothering the child. Bullying however should be considered as a possibility and should also be investigated.

6. The Curriculum and Learning

Issues associated with bullying and its management will form part of the PSHE curriculum schemes of work, these may involve:-

- Developing appropriate interactional and social skills,
- Exploring feelings and emotions,
- Exploring the impact of a person's behaviour on others,
- Exploring the hurt bullying behaviour may have 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

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, and drama.

7. 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,
- Provide/attend appropriate training opportunities.

8. 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.

9. 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.

10. Associated Policies and Procedures:

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

- Behaviour Policy and Procedure
- PHSE Policy
- Child on Child Abuse Policy
- Safeguarding Policy
- Equal Opportunities Policies
- Whistle blowing Policy

11. School procedures for the Management of Bullying

- All staff are responsible for implementing this policy and reporting any incidents of bullying immediately to the Head teacher, Deputy Head Teacher or Assistant Head Teacher.
- 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 the 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 Head teacher 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 child 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 pupils involved will normally be informed of the allegation.
- Records will be kept of all such investigations.
- 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 Behaviour Watch

Monitoring

The effectiveness of this policy will be renewed bi-annually or when the need arises