

## **Lansdowne School Anti-bullying Policy**

This policy should be read in conjunction with the following policies:  
Safeguarding Policy.  
Behaviour Policy.  
Anti-bullying Policy  
Allegations against staff

Lansdowne School believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student-bullying matters.

The aims of the anti-bullying policy are to:

- 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 student who has experienced bullying and to trigger sources of support for the student.
  - To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

### Definition of bullying

Bullying is defined as “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, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email.” (DfE ‘Safe to Learn’)

This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

The children and young people at Lansdowne School have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Lansdowne will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such the school use the

following strategies to support the children/young people understand what is meant by the definitions above and how to resolve any bullying situation.

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

### Roles and Responsibilities

#### The Governing Body

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensure the school is promoting equality for its whole community.

#### The Executive Head Teacher

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.

#### The Deputy Head Teacher

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the Lansdowne behaviour report analysis and plan appropriate interventions either at an individual or whole-
- school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a port of call to advise staff on any bullying related matter
- To work with the student council on work relating to anti-bullying
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies
- To ensure bullying is factored into any analysis of student behaviour

#### The School Administrator

- Ensure that behavioural recording systems record any instances of bullying.

### All school staff

- To be constantly monitoring the students for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the students .

### The Pupils' Voice

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include the school council, annual reviews, Education Health Care Plans, everyday communication with school staff and small group consultation. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury, change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

### Reporting Process

In the event that bullying behaviours are reported or observed; the member of staff who has that information should report it to the class teacher for follow up action. The class teacher should then investigate to determine the facts behind any arising issue. In the event that bullying is taking place, there are two paths to follow:

Any bullying behaviours should be written up on a 'Cause for Concern' form and handed to the Deputy Head Teacher. She will ensure Behavioural recording is entered into the behaviour analysis reporting system.

Where the issue is complex or not easily resolved the teacher should, as appropriate, seek further advice from the Deputy Head Teacher.

Follow up actions should be devised, recorded and aimed at addressing bullying behaviours.

In the event that bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working then the matter should be referred to the Deputy Head Teacher. It is expected through the behaviour support systems that the Executive Head Teacher would be kept informed of bullying-related issues.

In the event that there is a victim of bullying behaviour the class teacher should assess for any levels of distress and as appropriate take positive, action to ensure the child/young person feels safe in the short term.

### Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the Deputy Head Teacher on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of

bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.