
Anti-Bullying Policy



Exeter Royal
Academy for
Deaf Education

Reviewed: June 2017

Review Frequency: Two-yearly

Monitoring: Governors-Teaching, Learning and Safeguarding Committee

Linked to: Equality & Diversity, Safeguarding, Behaviour and PHSE policies

POLICY

The Exeter Royal Academies Deaf Education vision is to see Deaf people valued by themselves and their society, being confident, well educated, independent, and able to communicate, with good and appropriate employment and housing. We are committed to ensuring that all students, staff and any other parties at the Academy are provided with an environment in which everyone is treated with dignity and respect regardless of their age, race, sexual orientation, religion/belief, gender or disability.

Guiding Principles

We believe that all students and staff have a right to learn and work in an environment where they feel safe and free from harassment, discrimination and bullying. We recognise that creating a safe, supportive environment for bullied members (staff and students) to talk about their experiences, and to learn and practice effective responsive behaviour, is essential for everyone within the Academy to reach their full potential. If anyone feels intimidated or unhappy, due to the behaviour of others, they have a right to express their feelings and know that appropriate action will be taken.

AIMS

1. To ensure that all students and staff within the Academy community, are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
2. To clarify for all members of the Academy community that bullying is not acceptable and will not be tolerated under any circumstances. Everyone must act in a positive way to ensure that bullying is challenged and reported.
3. To prevent, de-escalate and/or stop the continuation of harmful behaviour.
4. To react to bullying incidents in a reasonable proportionate and consistent way:
 - To safeguard the student who is experiencing bullying and to trigger sources of support for the student. 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 child 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 children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Everyone must act in a positive way and follow the policy in order for appropriate action to be taken. (DFE Preventing and tackling Bullying)
 - To apply disciplinary sanctions to the student causing the bullying and to ensure they learn from the experience possibly through multi agency support.

Definition of Bullying

Bullying is defined as behaviour of an individual or a group, usually over time that intentionally hurts an individual or group 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, harassment of those who are disabled, homophobic, sexual, racial harassment)
- Indirect spreading rumours, excluding someone from social groups

The students at the Academy have a wide range of SEN and or complex needs. As a 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 the Academy 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 students communicate. As such the Academy uses the following strategies to support students

Possible Signs of Bullying

Those being bullied may show changes in behaviour such as:

- a) obvious signs of distress such as tearfulness or constantly miserable expression;
- b) an unwillingness to come to school/college;
- c) frequent headaches, stomach aches or complaints of feeling generally unwell;
- d) request for money from staff or friends;
- e) bruising on face or body;
- f) isolation from other students;
- g) a sudden deterioration in standards of work;
- h) a reluctance to leave the classroom at the end of the lessons or at the end of the school day;
- i) a tendency to stay close to staff during breaks;
- j) damage to student's property;
- k) uncharacteristic behaviour

The list is not exhaustive.

Those who are bullied do not feel good about themselves and sometimes feel they are to blame. Persistent bullying can lead to long-lasting effects:

- a) Depression
- b) Low self esteem
- c) Shyness
- d) Poor academic achievement
- e) Poor attendance
- f) Attempted suicide
- g) Self harm

Encouragement to Tell (Disclosure by students being bullied)

It is important that we create an atmosphere in the Academy where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous.

Advice to Students

You should:

- not feel ashamed if it happens to you;
- report bullying straight away - watching and doing nothing can suggest support for bullying;
- tell someone straight away;
- ask parent(s)/ carers and or family or staff for advice or help. If you are too scared to tell an adult on your own ask a friend to go with you;
- keep telling as long as the bullying continues.

Advice to Parents/Carers

You should:

- watch for early signs of bullying;
- listen and take seriously comments which your child may make to you about bullying;
- reassure your child that they are doing the right thing to tell you about the bullying;
- contact the Academy immediately;
- remember that you may be the first person to know of any bullying incident;
- try to stay calm and make notes which may be useful later;
- work with the Academy to draw up ideas that will help to support your child both inside and outside of the Academy;
- encourage your child to talk to someone they trust at the Academy.

PROCEDURES

We foster an atmosphere in which students can disclose openly or confidentially. This enables students to offload worry, and gives support because they know that notice will be taken and action will follow.

All incidents of bullying are recorded and monitored.

The exact course of action will vary with each situation; however the main objectives should be that all bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

1. The bullying behaviour is unacceptable and the bullying must stop;
2. Everything that happens is carefully recorded;
3. The application of sanctions will depend on the individual circumstances of each incident;
4. Revenge is not acceptable for the victim;
5. The Academy will work with the parents of both the victim and the one who has bullied;
6. Support will be available for the victim;
7. Support will be available for the one who has bullied to help change his/her behaviour.

The impact of any intervention will be reviewed as appropriate on an individual case by case basis.

Strategies

- Incidents need to be resolved, not just smoothed over;
- Those who feel aggrieved want to see justice done;
- It may never be possible to prove what really happened;
- Levels of tolerance may vary enormously for students and parents;
- Expectations may be unrealistic.

In responding, staff will use a range of strategies to resolve issues according to the age and needs of the student. The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the one who has been bullying with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Strategies include:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school;
- Investigate all allegations of bullying;
- PSHE (Personal Social Health & Education) programme that discusses issues such as diversity and anti-bullying messages;
- Calendared anti-bullying week;
- Poster and leaflet campaigns;
- Assemblies and meetings for whole school and college that promote a sense of community;
- Class discussions and role plays as appropriate in subjects that draw out anti-bullying messages;
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT lessons;
- Ongoing staff induction and training programme;
- Adequate staff supervision at lunch and break times as well as clear and consistently applied policies for Behaviour.

Incident Reporting

Incidents are recorded on the Academies Management Information System by the staff member initially reporting the incident. Once completed in full, it is passed to the Deputy Heads of School, College or Care or the Head of safeguarding who will decide on the appropriate next step by applying the principles of the Behaviour Policy. All bullying incidents will be reviewed half termly by the Senior Leadership Team in Education and the Head of Care.

If a bullying behaviour is not changed or prevented and that strategies do not show indications of working then the matter should be referred to the Vice Principle of the Academy or the Head of Care

Roles & Responsibilities

Governors

- Creating the right ethos for the Academy that ensures it is an inclusive environment;
- Ensure bi-annual review of anti-bullying policy and practice including analysis of data scheme;
- Ensure the Academy is promoting equality for its whole community.

Executive Principal, Vice Principle & Head of Care

- To determine, publicise and ensure implementation of the Academy'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 Academy is promoting equality and inclusion;
- To ensure the Anti-Bullying Policy is kept up to date.

Deputy Heads of School, College and Deputy Head of Care

- 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 MIS behaviour report analysis and plan appropriate interventions either at an individual or whole provision 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 Academy'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 students 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.

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.

Student voice

There are many ways in which students can communicate to express their feelings and thoughts. These include the School/College Council, annual reviews, Education Health Care Plans, everyday communication with Academy staff or reporting through the Academies online support system for students and bi-annual student surveys. Academy 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, and change in behavioural norms. Claims or expressions of bullying made by pupils will always be taken seriously.

The Governors with oversight of this policy are the Teaching, Learning and Safeguarding Committee.