

# **CHILDWALL ABBEY SCHOOL**

*A calm, safe and welcoming place in which to work and learn.*

*A place where everyone supports each other to achieve.*

*A place we enjoy coming to each day.*



## **ANTI-BULLYING POLICY**

April 2016

## **Definition**

Within the general aims of equal opportunities, which promote respect, care and safety for others. It is the right of all pupils and staff at our school not to be subjected to bullying behaviour. This may be defined as an act of a physical, verbal or mental nature. The procedures set out in the behaviour and discipline policy ensure that both staff and pupil are afforded opportunities to identify and deal with incidents of bullying.

A person is being bullied, or picked on, when another person or group of people deliberately, directly and repeatedly say things which cause them to be upset (verbal). It is also bullying when a person is hit, kicked, threatened or intimidated (physical). Isolation, with nobody talking to an individual is also bullying (mental). Repeated incidents of this type make it difficult for the individual being bullied to defend themselves and it is important that they have an opportunity to do so.

### **1. Policy in Practice**

Bullying is addressed and can be minimised and hopefully eliminated if:

Everyone has a clear understanding of the policy

THE POLICY IS APPLIED CONSISTENTLY

### **2. Awareness Raising of our Bullying Policy at Childwall Abbey School**

Displays in corridors to support anti-bullying theme

Being a theme for assemblies at least once per term

Definition of bullying - rules on the wall/corridor/leisure area - statement - see definition on front page

Using drama/role play about bullying as part of the normal curriculum

Class/registration time: a time to talk and a time to 'listen'

Asking for parental/governor help with school activities so they can see the school's anti-bullying policy in action (for development)

Discuss with individuals, areas of the school and aspects of school life in which they feel more vulnerable and discuss with them what could be done about this

Information - given in Prospectus - anti-bullying policy. Pupil School Councils/Parliament.

### **3. Key areas where bullying can occur:**

Corridor  
Playground  
Canteen  
Toilets  
Leisure  
Transport  
PE Changing Room  
Moving between lessons  
Classroom  
Unstructured situations

### **4. Supervision**

By all staff, in an attempt to reduce the opportunities for bullying

Additional members of staff on duty for PE changing (Support Staff)

Yard: Minimum of 2 or 3 members of staff on duty at break and dinner duties

Transport - supervision to and from. Liaison with drivers/escorts

### **5. Procedures for dealing with bullying**

- i. referral to pastoral teacher or Learning Mentor to clarify the nature of the incident
- ii. referral to member of SLT and implement the School's Actions and Consequences procedure
- iii. use of the anti-bullying box
- iv. parents invited into school to discuss incidents
- v. possible involvement of outside agencies eg liaison with our local police
- vi. warning from Head teacher
- vii. After school detention
- viii. Exclusion: possible fixed term ie 1 or 2 days. Governors informed
- ix. Exclusion: longer period of fixed term or permanent

For all points i. - ix. - information is to be written on the whiteboard in the staff room and discussed at staff briefing sessions (for yard duty staff etc).

All above stages are to be fully documented in Incident Sheets (copies in Head teacher's or Deputy's (Behaviour) Offices)

(Parents are notified that there is an anti-Bullying Policy within the School Prospectus)

### **6. Identifying Vulnerable Pupils**

Vulnerable youngsters are not often always easy to spot. Try to protect them by:

- x. close supervision
- xi. enlisting the help of an older/stronger/more confident pupil to befriend or keep any eye on these youngsters (mentoring)
- xii. identifying through staff meetings, children of concern
- xiii. open communication between staff
- xiv. enabling pupils to develop strategies/confidence

## **7. Help for the Victim**

- Open door policy for individual pupils to report incidents to chosen staff
- Learning Mentor referral
- Close supervision at key identified times/areas
- Allowed into a quiet room (DH office) by arrangements eg breaks and dinners
- Awareness raising for parents eg phone calls, newsletters

### **Supporting pupils on the autism spectrum**

We use a range of multi-sensory teaching and learning styles. We use a number of common fundamental principles that make for successful teaching of pupils on the autism spectrum. These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e. visual, auditory or kinaesthetic learning, giving students the opportunity for learning to be achieved through experience of the world.
- Giving opportunities for learning with a personal meaning that is interesting and motivating.
- A high level of adult support and tuition.
- Access to 'My Space' areas in each classroom
- Access to Mentors and Intervention staff
- Use of time out cards as required
- Regular staff training updates regarding ASD/C

### **Online safety awareness statement**

- Online safety awareness is a whole school priority and the responsibility of all stakeholders at Childwall Abbey School.
- Online safety awareness is part of all staff's normal teaching routine.
- Online safety awareness is incorporated into lessons and Schemes of Work.