Longstone CE (VA) Primary School

Anti-Bullying Policy

Version: 4.3

Date: June 2019

1.   **Summary**

This policy outlines what Longstone CE (VA) Primary School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2.   **Document control**

2.1 Owner

The owner of this document is the Head Teacher.   All requests for change should be directed to them. Any printed copies of this document are for reference only; the definitive version is the computer file held by office administrator.

2.2 Revision history

Date	Version	Changes	Author(s)
July 2010	1.0		J Rackstraw
June2011	1.0	No Changes	J Gledhill
June 2014	2	Re-write	J Dowse
June 2015	3	Updated with new guidance from DCC	G Harvey
June 2016	4	Added Child-friendly version	G Harvey
June 2017	4.1	Addition of policy statement which makes clear our Christian character. Updated child-friendly version – Appendix 3	G Harvey
June 2018	4.2	Alteration to names governor for anti-bullying	G Harvey
June 2019	4.3	Changed governing body to board	G Harvey

2.3 Approval

Date	Version	Approver(s)	Minute number
05/07/10	1	Governors	05/07/10-10.6
20/06/11	1	Governors	
11/6/14	2	Health & Safety Committee	4.4
10/6/15	3	Health & Safety Committee	12.2
15/6/16	4	Health & Safety Committee	10.1
16/6/17	4.1	Health & Safety Committee	9.1
15/6/18	4.2	Safeguarding & Premises Committee	11.1
21/6/19	4.3	Safeguarding & Premises Committee	14.2

2.4 Review period – This policy will be reviewed annually

Version	Next revision due
4.3	June 2020

Statement of Policy

At Longstone School we strive to create a happy, safe and creative school in which everybody can grow, learning new things together. We know that everyone is important whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will thrive and develop into well-rounded individuals who are equipped to meet the challenges of our modern world with confidence. These values are embedded in all of our policies and practice.

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that we will respond promptly to known incidents of bullying. **Bullying will not be tolerated**. The school constantly seeks ways to counter the effects of bullying that may occur and to prevent it happening. The ethos of our school fosters high expectations of outstanding behaviour and **respect for all** and we will consistently challenge any behaviour that falls below this

1 Definition
1.1 Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2014)

1.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant messaging, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

1.3 Staff, parents and children at Longstone school work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

2 Forms of bullying covered by this Policy
Bullying can happen to anyone. This policy covers all types of bullying including:
* General bullying.
* Bullying related to race, religion or culture.
* Bullying related to SEND (Special Educational Needs or Disability).
* Bullying related to appearance or physical/mental health conditions.
* Bullying related to sexual orientation (homophobic and biphobic bullying).
* Bullying of young carers, children in care or otherwise related to home circumstances.
* Sexist, sexual and transphobic bullying.
* Bullying via technology – "cyberbullying".

3 Aims of the Policy
* To provide a safe, caring environment for the whole school community, especially the children in our care.
* To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
* To reassure children that they will be listened to and will know that it is all right to tell.
* To heed parents' concerns and keep them informed of actions taken in response to a complaint.
* A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
* To take appropriate action, including exclusion in cases of severe bullying.
* To monitor incidents of bullying during the school year by the headteacher.
* A separate list of any racist incidents will be kept.

4 Preventing and identifying bullying

The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and support with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Signs and Symptoms for Parents and Staff
A child may show signs that he or she is being bullied in many different ways. Adults should be aware of these possible signs and they should investigate if a child:
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self-harms
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- frequently has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- repeatedly "loses" money
- has unexplained cuts or bruises
- comes home hungry (money / lunch may have been stolen)

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, or displays changes in eating habits
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- avoids eye contact
- becomes short tempered
- exhibits a change in attitude to people at home
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

5   Dealing with Incidents of Bullying

5.1   Reporting Bullying
We encourage the children to report any incidents of bullying, both low-level and high-level. They should talk to a member of staff, as soon as possible, so we can act immediately. We also encourage dialogue with parents, and will always make time to meet and discuss concerns if an issue has come to light at home.

5.2   Investigating Bullying
The following procedures should be followed. It is recognised that each incident is different, so slight variation may occur.
1. If bullying is suspected or reported, the incident will be dealt with immediately **by the member of staff who has been approached.**
2. This member of staff will discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
3. A clear and precise account of the incident will be recorded and given to the Head Teacher (If the Head Teacher is unavailable, this will be delegated to the senior teacher. From this point forward in this policy, this will apply.)
4. The Head Teacher will interview all concerned and will record the incident.
5. Teachers will be kept informed.

5.3   Outcomes
1. If the bully owns up, make it understood that bullying is not acceptable at Longstone School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying and inform parents.
2. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
3. Hold separate discussions with parents of bully and victim.
4. When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
5. Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
6. If necessary and appropriate, the police or other local services will be consulted.

5.4   Sanctions
Sanctions might include:
- withdrawal from favoured activities, for example school visit.
- loss of break times for a period to be determined by the headteacher.
- barred from school during lunchtimes for a period to be determined by the headteacher.
- fixed period of exclusion from school.

(See section 6.2 for information on supporting these pupils)

5.2 In dealing with bullying, staff at Longstone will follow these fundamental guidelines.
- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

6. Supporting Pupils

6.1 Pupils who have been bullied will be supported by:
- Ensuring they know what to do if they are being bullied. (See Appendix 3)
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

6.2 Pupils who have carried out the bullying will be assisted by:
- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

7. Supporting Adults

7.1 Adults (staff and parents) who have been bullied or affected will be supported by:
- Being offered an immediate opportunity to discuss the concern with the Head Teacher.
- Being advised to keep a record of the bullying as evidence and invited to discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Being reassured and offered appropriate support.
- Being invited to work with the wider community and local/national organisations to gain further or specialist advice and guidance (See Appendix).

7.2 Adults (staff and parents) who have carried out the bullying will:
- Be directed to discuss what happened with the Head Teacher.

- Be given clarification on the school's official procedures for complaints or concerns.
- Be asked to remove any online content.
- Be instructed that online content will be reported to the school's service provider.
- Be informed if any disciplinary, civil or legal action will be taken.

8. Parents and Bullying
Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If the matter is not resolved, they should contact the Head Teacher.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

9. Bullying off the School Premises
If a child from Longstone is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Longstone School will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.
- Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- Talk to the police about problems on the local streets.
- Talk to pupils about how to avoid or handle bullying situations.

10. Bullying Directed Towards Race, Gender, Sexual Orientation or Disability
Longstone is committed to equal opportunities and as such will not tolerate bullying against anyone because of their race, gender, sexual orientation, disability or financial position. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

11. Racial Bullying/Harassment
Racial bullying will not be tolerated at Longstone School. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults it will be dealt with in accordance with the policy.

Longstone has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, in Religious Education lessons and in Collective Worship.

Longstone guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Board and LA as required.

12. Sexual Bullying
Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Longstone. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment). Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Longstone's strategies to deal with sexual bullying include:
- recording incidents in the behaviour incident book.
- developing understanding of gender relations.
- exploring sexism and sexual bullying in PSHE lessons.

- using single-sex groups to discuss sensitive issues.
- ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- awareness by staff that homophobic bullying can occur.
- challenging homophobic language and explore pupils' understanding – they might not understand the impact.
- implementing appropriate discipline procedures as appropriate.

13. Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Longstone School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'no' or to get help. A named mentor/friend may be appointed for the pupil to confide in.

If bullying occurs undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. This will be treated as seriously as any other type of bullying.

14. Involvement of pupils

Children are actively involved in anti-bullying work in various ways, including:
- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about dealing with bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

15. Liaison with parents and carers

We will:
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- Ensure all parents/carers know where to access independent advice about bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

16. Links with other school policies and practices
This policy links with a number of other school policies, practices and action plans including:
- Behaviour policy.
- Complaints Policy.
- Safeguarding and Child Protection policies.
- Confidentiality Policy.
- e-Safety Policy and Acceptable Use Policies (AUPs).
- Curriculum Policy.
- Mobile phone and social media policies.

17 Monitoring & review, policy into practice

17.1 It is the responsibility of:
- School Governors to take a role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

17.2 This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request. Incidents of bullying are reported on a termly basis, in the Head Teacher's report to Governors. Governors will be made aware of information with regard to gender, age and ethnic background of all children involved in bullying incidents, if relevant.

17.3 The named Anti-Bullying Governor is Natalie Cardwell.

17.4 The named Governor for bullying will regularly liaise with the Head Teacher about incidents of bullying.

17.5 The Head Teacher will report regularly to the Health & Safety Committee on incidents of bullying and outcomes if they have occurred. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning, linked to the Safeguarding Audit.

Signed …………………………………………………… (Head Teacher)

Signed …………………………………………………… (Chair of Committee)

Signed …………………………………………………… (Chair of Governors)

Appendix 1 - **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Appendix 2 - **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- *Changing Faces: www.changingfaces.org.uk*
- *Mencap: www.mencap.org.uk*
- *DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

ANTI-BULLYING:

A GUIDE FOR PUPILS

LONGSTONE SCHOOL

As a school, we take bullying seriously. **Bullying is NOT OK.**
We will always try to deal with bullying as quickly as we can.

We expect outstanding behaviour and **respect for all** and we will challenge any behaviour that falls below this.

What is Bullying?
Bullying is when someone, or a group of people are constantly being unkind to you – this could be behind your back or to your face.

Bullying can include:
- name calling
- teasing
- gossiping
- kicking
- hitting
- offensive graffiti
- offensive comments
- sending unkind messages or pictures on phones, computers or tablets
- taking belongings
- excluding people from groups
- spreading hurtful and untruthful rumours

At Longstone school we all work together to create a happy, caring and safe learning environment. All kinds of bullying are wrong and will not be accepted. It is everyone's responsibility.

Who might get bullied?
Bullying can happen to anyone. This policy covers all types of bullying including:
- General bullying.
- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disabilities
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation or transphobia.
- Bullying of young carers or children in care.
- Sexist or sexual bullying.
- Bullying via technology – "cyberbullying".

Why do we have this booklet?
- To provide a safe, caring school for everyone.
- To make sure children know that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To make sure that children know they will be listened to and will know that it is all right to tell. They can tell anyone such as teachers, carers, friends or other staff.

How will I know if my friend is being bullied?
Your friend may show signs that he or she is being bullied in many different ways. They might:
- become worried or stressed.
- become very quiet and maybe cries more than usual.

- complain about feeling ill regularly.
- have unexplained cuts or bruises.
- be unkind in some ways.
- be frightened to say what's wrong.
- be afraid to use the internet, mobile phones or electronic devices.
- be nervous and jumpy when a cyber message is received.
- avoid eye contact.
- become short tempered.

What should I do next?
- Tell a teacher, adult or friend who you feel you can trust.
- If you are too worried to tell an adult, tell a friend who will tell an adult.
- Write your concern and leave it on your teacher's desk.
- Tell a parent or adult at home.
- Discuss it as part of your PSHE time in class.
- Ring ChildLine (0800 1111) and follow the advice given.

What will happen next?
1. The adult will speak to you and ask you for some information which will help them to understand.
2. They will probably write this down so they don't forget anything.
3. The will tell the Head Teacher.
4. The Head Teacher will contact people such as parents, and will speak to the bully too.
5. The bully and the victim will not need to talk about this together in the same room until the victim is ready.

And next…?
1. If the bully owns up, they will be told that bullying is not acceptable at Longstone School and what effect it has on the victim and the rest of the children in the class/school. There will be some punishment.
2. If the bully does not own up, it will be investigated further. If there is enough evidence that the bullying happened, the bully will be punished.
3. If the bullying relates to cyber bullying, the police will need to be involved so that the digital information can be looked at.

Punishment

These might include:

- not doing certain activities, for example school trips/residentials.
- loss of break-times for a period of time to be decided by the Head Teacher.
- barred from school during lunchtimes for a period of time to be decided by the Head Teacher.
- temporary exclusion for a fixed time.

We really want our school to be a happy place.
Help to make it that way!

Written and illustrated by pupils of Longstone School