



## Longmeadow Anti Bullying Policy

Policy Agreed: \_\_\_\_\_ Policy Review Date \_\_\_\_\_

Signed by A Heywood (Headteacher) \_\_\_\_\_ Date \_\_\_\_\_

Adopted by the Governing Body

Signed by K Dunnett (Chair of Governors) \_\_\_\_\_ Date \_\_\_\_\_

# **Anti Bullying Policy**

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## **1. Rationale:**

Longmeadow Primary School recognises and affirms the right of everybody to live, learn and work in a safe and secure environment and in support of this vision is committed to the development of procedures and strategies for preventing and responding to bullying. We acknowledge that bullying can seriously disrupt an individual's personal, social and educational progress and achievement, so our school will promote and implement procedures that:

- Reduce and eradicate where possible instances in which children and adults are subjected to bullying in any form;
- Establish appropriate means of support should an incident of bullying occur;
- Ensure that all members of the school community are aware of this policy and fulfil their obligations to it;
- Reflect the principles contained in statutory legislation and guidance from the Department for Education (DfE).

## **Longmeadow Primary School:**

- Promotes a culture of treating everyone with respect.
- Does not tolerate bullying by children or adults on its premises, or out of school.
- Will ensure that the victim of bullying will be supported to remain at the school when it is in his or her best interests.
- Will also ensure that the person undertaking the bullying is also supported in minimising and curtailing this behaviour.
- Ensures that children, parents, carers and other adults know what they should do and to whom they can talk to if they believe someone is being bullied or if they are being bullied themselves.

## Statutory Duty of Schools – The Legal Context

- Every school must have measures in place to prevent all forms of bullying amongst pupils. An Anti-Bullying policy may be a separate policy or contained within the Whole School Behaviour Policy.
- Measures to encourage good behaviour and prevent all forms of bullying amongst pupils should be communicated to all pupils, school staff and parents.
- 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.
- The governing body has an important role to play in ensuring that the school has a policy, that it is up to date, that all relevant personnel are aware of the policy and their responsibilities within it
- The governing body also has a responsibility to deal with unresolved complaints about bullying through the school based complaints procedure.

## 2. What is Bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- deliberately hurtful, often repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- intended to hurt someone either physically or emotionally
- aimed at certain groups, eg because of race, religion, gender or sexual orientation or because a child is adopted or has caring responsibilities.

Bullying might be motivated by actual differences between children, or perceived differences.

Some different types of bullying are;

- Physical (hitting, kicking, intimidating presence, theft)
- Verbal (name calling, racist remarks, belittling, sarcasm, goading, threats, teasing)
- Indirect (spreading rumours, subjective comments in an inappropriate setting, excluding someone from social groups)
- Cyber bullying (via text messages email or other uses of the internet technology)

Children and adults affected by bullying may show changes in behaviour, becoming less confident, depressed, stressed, quiet and having physical symptoms such as headaches and stomach aches.

The effect of bullying can also be made worse by the contribution of bystander/collusive behaviour. This can happen by:

- Choosing to ignore or deny that bullying has occurred;
- Witnessing an incident but supporting the bully or refusing to report the incident.
- Being informed that an incident has occurred but does nothing about it;
- Failing to report that a colleague or young person has committed, or has been accused of, or is implicated in an incident.

All members of the school community need to understand the definition of what constitutes bullying and be alert to signs that bullying is taking place. Specific roles and responsibilities held by governors, staff, parents and carers and children are contained in this policy.

### **3. Guidance for School Staff - Procedure**

All school staff must act – and importantly, be seen to act – firmly against bullying wherever and whenever it appears. This includes bullying out of school. Failure to respond to incidents may be interpreted as condoning the behaviour.

If bullying is witnessed, reported or suspected, the incident will be managed immediately by the member of staff, who will inform all parties of their intention to report it on. The school community is encouraged to express need by being assertive, not aggressive or intimidating. Aggression/intimidation is bullying. A clear account of the incident will be recorded (staff and children involved) and given to the Headteacher/delegated member of staff responsible.

The same member of staff responsible (as above) will interview all concerned and will record the interviews. Staff may seek support from the Senior Leadership Team for this, if appropriate. Other teachers and support staff will be advised by the member of staff if necessary.

Unless there are serious Safeguarding concerns, parents/carers will be informed by the investigating teacher.

Disciplinary procedures may be considered in consultation with relevant parties and Senior Leadership Team/Headteacher.

Appropriate support will be identified and offered through the school (e.g. counselling, Learning Mentor support) restorative justice, peer mentoring.

Class teachers are the link for all issues relating to bullying with children.

We will inform parents of:

- Whom to contact if they have concerns about bullying (class teacher in the first instance).
- The guidance in this policy, support available and the possible use of disciplinary measures.
- The schools Child Protection and Safeguarding Procedures and understand the relevance to bullying behaviour

#### **Bullying outside school premises**

- Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the

action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

- In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

#### **4. Guidance for Parents/Carers/Families**

Parents, carers and families have an important role to play in helping schools and other services to deal with bullying. We expect parents to:

- Stop children from using bullying behaviour at school, at home, or elsewhere.
- Take an active interest in their child's school and out of school activities, discuss friendships, how free time is spent and the journey to and from school.
- Watch out for signs that their children are being bullied, or using bullying behaviour to others.

Parents should also;

- Contact the school (Class teacher) if they are worried that their children are being bullied or are bullying others;
- Endeavour to have positive relationships with all school personnel, and be supported by the school to do this.

#### **5. Guidance for Children**

Longmeadow Primary School aims for all members of its community to treat everyone with dignity, respect and consideration, and to value the diversity of its community. Bullying may include elements of discrimination and/or oppression and this will be challenged.

- Children will understand what constitutes bullying and what to do about it.
- Children will understand that by being a bystander, this is collusive with bullying behaviour and also unacceptable.
- Children should know who to report bullying concerns to within the school in order that the matter can be dealt with. This could be any member of staff that the child feels comfortable with.
- Protective Behaviours learning is taught at least annually in all classes.
- Children should be asked to have some input into developing relevant information for the school on bullying and bullying issues via a delegated staff member.
- The School Council will always be involved in policy redevelopment.

#### **6. Help and Support**

If anyone is bullied on school premises or out of school, the incident will be dealt with via the procedures. *Anyone* witnessing such incidents has a duty to report it.

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated.

Support will be offered to those bullied and the bullies:

- Within the school through reassurance, mentoring, counselling (at school or via a referral, School Health).
- For children and their families via a Common Assessment/Children's Service Directory.
- Restorative Justice (Learning Mentor)
- For staff and possibly parents/carers training/guidance (website – Herts Direct; Herts for Learning; Children's Centres; Healthy Schools Adviser)
- Solutions Focused Circle (Educational Psychologist)

Some bullying incidents will be dealt with through the sanctions outlined in the Schools Behaviour Disciplinary Policies.

External support for schools, parents and children can be accessed from services including Hertfordshire County Council, Herts for Learning, NHS, which our Pastoral team and Senior Leadership Team access when appropriate.

## **7. Monitoring, Evaluation and Review**

The Governors and school will review this policy on a three yearly basis (or earlier if DfE guidance changes), and assess its implementation and effectiveness. The Headteacher will be responsible for this whole process, but may delegate certain tasks to the Senior Leadership Team.

The policy will be promoted via the curriculum, assemblies etc as appropriate (particularly in PHSE lessons), to promote a culture of treating everyone with respect. *This is the responsibility of ALL staff, with input from children and parents, either opportunistically or through active consultation and participation in liaison with delegated staff members.*

## **8. Conclusions**

Our School Council says (Summer 2016):

- Children have a right to feel safe at all times.
- No one deserves to be bullied.
- Everybody has the right to be treated with respect.
- We try our hardest to stop bullying.
- We can all help.
- We have a worry room to discuss how we feel.
- We can make posters to help children know what to do if they are upset.
- We have PSHE lessons where we can act out scenarios.
- We role play situations in assembly and talk about how to deal with situations.
- We ALL have somebody to talk to.

Longmeadow Primary School has a 'zero tolerance' of bullying of any kind from anyone. This does not mean school exclusion. It does mean that help, support and advice will be

sought for any person involved, whether bullied or being a bully. It is hoped that the guidance in this document will be supportive to all personnel involved with our school.

## 9. Linked Policies

- Child Protection
- Safeguarding
- Behaviour Management

**Appendix 1:**

<b>BULLYING INCIDENT LOG</b>	<b>CATEGORY:</b>	
	<b>I = Incident P = Physical R = Racist V = Verbal</b>	
Date of Incident	Pupils involved:	Class/Year Group:
Time of Incident:		
Reporting Adult:		
What happened just before the incident?		
What happened during the incident?		
What action was taken?	Any further action required? Y or N (If yes, please state what action)	
	Child Discussion form Y or N	
Has the parent been informed?	Y or N	Telephone/Letter/In Person
Headteacher informed?	Y or N	
Recorded on SIMS?	Y or N	
Comments:		
Form completed by:		



## **Appendix 2:**

### **Sources of Support and Advice**

#### **Further DfE advice and guidance**

- Cyberbullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and children who are bullied: advice for schools

#### **Specialist organisations**

- The Anti-Bullying Alliance : a support that is available to schools and children from the anti-bullying sector
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for children, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for children.
- The Diana Award: Anti-Bullying Ambassadors programme to empower children to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

#### **Cyber Bullying**

- ChildNet International: Specialist resources for children to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and children, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and children.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

#### **LGBT**

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers

#### **SEND**

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and children.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and children with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

### **Racism**

- Show Racism the Red Card: Provide resources and workshops for schools to educate children, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate children about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach children about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.