



Anti-Bullying Policy

APPROVED BY GOVERNORS	October 2019
TO BE REVIEWED BY	October 2020

Anti-Bullying Policy

In June 2019, Longmeadow Primary School were proud to be awarded the Hertfordshire Anti-Bullying Accreditation from Herts for Learning. In order to achieve this, the school had to submit a wealth of evidence to show how it worked to prevent bullying and acted promptly to stop this when it did occur. This policy outlines the commitment the school's shows to not tolerating bullying.

STATEMENT OF INTENT

At Longmeadow, we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed, secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell us and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who experiences bullying or knows that bullying is happening is expected to report it to any trusted adult.

STATUTORY DUTY OF SCHOOLS – THE LEGAL CONTEXT

- By law, all state maintained schools must have behaviour policies in place that include measures to prevent all forms of bullying among 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.

Everybody has the right to feel safe in school and the responsibility to keep others safe.

Feelings are *feelings*; Behaviour is chosen.

When we feel good about ourselves, we behave better, work harder, learn more, and form better relationships

OUR AIMS:

- To keep school a safe place for all, including adults and children in the school.
- To ensure all pupils achieve the level of success and self-respect which they deserve.
- To provide an environment in which bullying is constantly challenged.
- To provide a curriculum which teaches about 'protective behaviours'
- To give children the knowledge that bullying can and must be eradicated.

- To teach children that they have a responsibility, as citizens of our society, to eradicate bullying.

DEFINITIONS

The DfE definition of bullying is: **‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally’**. We will use this definition when investigating and responding to allegations of bullying.

We classify bullying under three main headings: **PHYSICAL, VERBAL** and **INDIRECT**.

In line with the DfE definition, Longmeadow also defines bullying as, **‘an imbalance of power between the victim and the perpetrator.’** Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Longmeadow will always treat each suspected case of bullying as individual and use it’s best judgement to determine if the incident is classified as bullying.

PHYSICAL		VERBAL				INDIRECT	
Violent	Sexual	Abusive	Racist	Sexual	Homophobic/ Transphobic	Emotional	Cyber
pushing, kicking, hitting, punching or any use of violence	unwanted sexual contact	name-calling, sarcasm, teasing, making threats, insulting, abuse of the vulnerable	racial taunts, gestures – may also involve PHYSICAL attacks	sexual comments or sexism	because of, or focussing on the issue of sexuality or gender – may also involve PHYSICAL attacks	spreading rumours, graffiti, gossiping, excluding, tormenting (e.g. hiding books, threatening gestures)	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of technology, e.g. camera/video facilities

However, bullying is often difficult to categorise in this way and may include more than one of the behaviours described above or a mixture of them.

Importantly, the school works hard to ensure that all pupils know the difference between bullying

and simply everyday ‘falling out’. As part of ‘protective behaviours’ training, the school teaches children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: *e.g. ‘she beat me up’ – when actually it was a minor push or she’s bullying me” – when actually they were being unkind.*

We also try to teach children about the difference between: **rude** – when someone says something unkind to you; **mean** – when someone says or does something intentionally hurtful, once or twice and **bullying** – when someone says or does something intentionally hurtful and they keep doing it, even when you tell them to stop or show them you’re upset. This message is displayed in every classroom and used to unpick different behaviours with children by staff.

Cyber Bullying – please be aware that many **social media apps have age restrictions** and Longmeadow ask parents to monitor their child’s activity when using technology. Many incidents of cyber bullying can be completely avoided if you are ensuring your child is following the restrictions below;

You must be aged **13 years** and above for;

- Twitter
- Facebook
- Instagram
- Snapchat
- TikTok

You must be aged **16 years** and above for;

- Whatsapp

You must be **18 years** and above for;

- Youtube

SIGNS AND SYMPTOMS

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. There are a number of other signs that can relate to bullying.

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.

PRINCIPLES & PRACTICE

- Allegations of bullying behaviour or threats of bullying will be explored and, if confirmed evidence is found, quickly addressed.
- Members of staff should find out about the incident from all sides of the story. When it is clear that bullying has occurred, the victim and perpetrator will be coached and helped to understand how similar incidents could be avoided.
- Establishing positive links with parents and carers is crucial.
- Through our curriculum, we give opportunities to explore the nature of bullying and how to combat it.
- Character Education (from January 2020), alongside Values Education is used to provide a forum for discussion and the development of skills and attitudes consistent with our aims
- The school holds peer-led 'Bullies, Victims and Bystanders' events, linked to National Anti-Bullying Week.
- We liaise closely with external organisations, such as Family Lives and The Anti-Bullying Alliance (ABA), to support our anti-bullying work and train staff appropriately.

SANCTIONS

The full range of sanctions defined in the school Behaviour Management policy may be applied. Sanctions may include exclusion. This will be used as a last resort and the county guidelines will be applied rigorously. If necessary and appropriate, incidents may have to be reported to the police and / or children's services.

BULLYING OUTSIDE THE 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.
- If the bullying occurs outside of school, but effects the victim within their school day, then the school **WILL** act on this.

DEALING WITH A DISCLOSURE OF BULLYING

The Initial Adult

1. **Listen** – Give the child an immediate, sensitive and supportive response to the disclosure. Take their complaint seriously and allow them a full expression of feelings. Reassure the child that their disclosure will be taken seriously and passed to their phase leader/head of key stage.
2. **Record** – on CPOMS, with as much detail as possible.

3. **Refer** – Alert a member of the senior leadership team to investigate.

The Senior Leadership Team

The Senior Leadership Team (SLT) are responsible for managing the process of responding to the referral. They will:

1. **Meet with the victim to clarify what has been happening.**
2. **Obtain permission from the victim to approach the perpetrators/bystanders** to get their side of the story. Be aware that this might be an extremely frightening thought for a child who is experiencing bullying. However, the perpetrators/bystanders need to understand what they are doing wrong in order for it to stop, so the child is encouraged to be brave and to let us talk to the perpetrator. If the child does not consent to this, we respect their wishes.
3. **Complete the Initial Investigation Form 1 (Appendix 1) and upload to CPOMS to ensure the all members of the SLT, including the headteacher are aware.**
4. **Monitor the situation for a fixed period** – e.g. a week. This may include close monitoring of the children involved especially at playtimes and lunchtimes. Other staff may be involved in monitoring. Incidents to be **logged using Appendix 2.**
5. Parents and carers of the victim are also made aware at this point that the school is monitoring a situation.
6. **If there is confirmed evidence of bullying over time, the SLT will then complete Appendix 3 and upload to Appendix 3. The SLT will then discuss an appropriate consequence.**
7. This will clearly record the type of bullying, those involved and what actions / support is in place to ensure bullying behaviour is addressed within a specified review period.
8. **If no improvement is seen after the review period, more severe sanctions will be applied as appropriate.**

Parents and Carers

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be bullying others, should contact their child's class teacher immediately.

Parents and carers are asked to talk to their children about bullying and to teach their children to tell someone if they are feeling bullied. Keeping things to themselves will not solve the problem and will prolong the suffering of the child who is experiencing bullying.

Parents and carers should be supportive of the school in their endeavours to implement this policy.

As part of teaching their children about protective behaviours, parents should help their children to understand the difference between bullying and 'falling out' and to be precise about the language they use when describing incidents: *e.g. 'she beat me up' – when actually it was a minor push.*

The headteacher will monitor the number and type of incidents every term and report in the headteachers' termly report to governors. The records will be provided to the Local Authority on request.

Conclusions

Our Pupil's say:

- Children have a right to feel safe at all times.
- Pupils should feel happy at school.
- The school teaches me how to stay safe.
- I feel safe on the playground.
- We follow our school rules 'Be Ready, Be Respectful, Be Responsible'.
- I know what Bullying is.
- We trust our adults and will find someone to talk to if we are worried.
- We should not watch if someone is being bullied. We should tell someone.

Longmeadow Primary School does not tolerate 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.

LINKED POLICIES

- Child Protection
- Safeguarding
- Behaviour

REVIEW

The governing body will review this policy in line with its annual cycle of review.

Appendix 1 – Initial Investigation:

BULLYING INCIDENT LOG	CATEGORY:	
	I = Incident P = Physical R = Racist V = Verbal	
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 CPOMS? Y or N		
Comments:		
Form completed by:		

For each incident please complete one form and return to the designated member of the senior leadership team for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
 Please give a precise account including places, date, times and any witnesses.
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
 N.B. Indicate if it is a repeat incident.
 N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
 Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties

are progressing well academically and socially

Date:

8. Member of staff:

Name: Date:

9. Outcomes/actions from follow up.

Appendix 3:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - both parties have the same amount of power within the disagreement
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		

Sexualised		
SEN and Disability		
Ability/application		