



## **Anti-Bullying Policy**

<b>APPROVED BY GOVERNORS</b>	<b>October 2021</b>
<b>TO BE REVIEWED BY</b>	<b>October 2022</b>

## **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.

### **OUR INTENT FOR ANTI-BULLYING**

At Longmeadow, we want everyone in our school community to display prosocial behaviours in and around our school as outlined in our school behaviour policy. We aim to educate our pupils on the difference between bullying and being unkind. 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**

Longmeadow follows advice published by the [Department for Education \(DfE\) – Preventing and tackling bullying: advice for head teachers, staff and governing bodies, June 2017](#)

**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**

### **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**. Longmeadow would classify any of these as anti-social behaviour, as outlined in our school behaviour policy.

In line with the DfE definition, Longmeadow also defines bullying as, **'an imbalance of power between the victim and the perpetrator.'** 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 its best judgement to determine if the incident is classified as bullying.

The table below shows some examples (but not all) associated towards bullying.

PHYSICAL		VERBAL				INDIRECT <i>'involves attacking the relationships of people and hurting the self-esteem, without making first-hand contact'</i>	
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 <b>PHYSICAL</b> attacks	sexual comments or sexism	because of, or focussing on the issue of sexuality or gender – may also involve <b>PHYSICAL</b> 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 (appendix one), 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. The school community at Longmeadow worked together to design posters to show pro-social behaviours of Polite, Kind and Anti-Bullying. These posters are displayed alongside one another (appendix two).

## CYBER BULLYING

Longmeadow is working towards being a National Online Safety school, we are currently working towards the eSafety accreditation. This includes training staff at all levels, to safeguard pupils against cyber bullying. Parents and pupils are also accessing safeguarding materials and eSafety curriculum.

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

Please see **appendix three** for a poster detailing the above further.

Longmeadow also recommends the monitoring of devices at home, particularly overnight. **We highly suggest that a device is placed on charge in a different room to the child when they are sent to bed.**

**Further advice can be found;**

[Cyber bullying: advice for headteachers and school staff](#)

[Advice for parents and carers on cyber bullying](#)

## **SIGNS AND SYMPTOMS**

Children and adults affected by bullying may show changes in behaviour, becoming less confident, depressed, stressed, and 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.

## **ANTI-BULLYING PRACTICE AT LONGMEADOW**

Longmeadow seeks to implement effective anti-bullying practice through education to prevent bullying and intervention, if and when bullying occurs.

### **PREVENTION**

The DfE states that successful schools create an environment that prevents bullying from being a serious problem in the first place (2017, pg. 10). Longmeadow seeks to do this by;

- Implementing a curriculum of character education, to develop children's moral compass.
- Implementing Commando Joes missions, to develop teamwork and communication.
- Implementing the Jigsaw RSHE (relationship, sex and health education) curriculum to support children's understanding of positive relationships.
- Ensuring the community understands what the term, "bullying" means.
- Creating a telling environment
- Created pro-social school experiences to enhance pupil's self-esteem, confidence and problem solving strategies.
- Implementing strategies for high risk times of the day, e.g. the use of the Longmeadow Lounge at break time and lunch time.
- Teaching protective behaviours (appendix one) so that every child knows they have the right to feel safe, plus strategies to support this.
- Completion of class based assemblies relating to class specific incidents
- Non class based inclusion team to support core pupils
- Use of the school dog

## INTERVENTION

Longmeadow will the numbered plan below when intervening with any suspected bullying case.

- 1) **Class team to monitor initially** - This would include conversations with both the victim and the alleged perpetrator to unpick incidents (5 school days).
- 2) **Class teacher to determine if the case needs further investigation by SLT.** SLT will activate the Anti-Bullying Policy. Class teacher to inform victims parents that the investigation has been raised (this does not mean that bullying has been confirmed).
- 3) **SLT to oversee a thorough investigation, using appendix five and six.** The timeframe on this will be case dependant. It is important to ensure that there is substantial evidence of bullying, before it is classified as such. Please see appendix four for a detailed explanation of the steps that the SLT member will put into place. During the investigation, a member of SLT will meet with the class teacher daily to review appendix six documents.
- 4) **SLT to meet with victims parents to confirm if the investigation has found bullying.**
- 5) **Support put into place for both the victim and the alleged perpetrator.** Step 5 will only occur if it has been occurred as bullying.

## INTERVENTIONS FOR PERPETRATOR, VICTIMS AND BYSTANDERS.

Longmeadow appreciates the effects of bullying can be traumatic for all involved, particularly the victim. Bullying is taken very seriously at Longmeadow, however as a therapeutic school we recognise that anti-social behaviour is a communication of need, therefore perpetrators require intervention as well as restorative consequences. Examples include, individual protective behaviours, restorative conversations/mediation between pupils, loss of privileges, structured social times, an assigned safe adult, planned interventions by the inclusion team and unpicking behaviours for all to understand the impact of their actions. This is not an exhaustive list and children may receive some, none or all of the above.

## 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 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.* This includes when unpicking minor incidents relating to bullying.

## REPORTING

The headteacher will monitor the number and type of incidents every term and report in the headteachers' termly report to governors.

## CONCLUSIONS

- 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 a victim or a perpetrator. 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 ONE: PROTECTIVE BEHAVIOURS

Protective Behaviours (PB's) is a safety awareness programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

The programme aims for children to build self-esteem and an increased confidence and assertiveness relating to feeling and being safe.

Protective Behaviours is based on two key messages:

- *We All have the Right to Feel Safe all of the Time*
- *We can talk with Someone about Anything, no matter how awful*

The programme can be used in a wide range of settings by teachers, parents, women's refuge workers, the police, social workers, youth workers, health visitors and community workers. The approach therefore also provides a useful framework for working together to keep children safe.

Protective Behaviours is taught through Character Education at Longmeadow to all children. The Inclusion Team also offer this as 1:1 coaching opportunities for identified pupils.

The children are taught to:

- Understand what safety feels like.
- Explore times when it's fun to feel scared.
- Recognise our Early Warning Signs which tell us when we are not feeling safe (*Uh oh feeling*).
- Understand the difference between safe, risky and unsafe situations.
- Develop support networks.
- Practice problem –solving skills.
- Understand the difference between public and private and have an awareness of our own personal space.
- Recognise the need to be persistent in telling someone when we have the *Uh oh feeling*.

Longmeadow recognise the importance of protective behaviours for both the perpetrator and the victim in instances of bullying. This is due to the recognition that all behaviour is a communication of an unmet need.



# IS it Bullying?



When someone says or does something *unintentionally* hurtful and they do it once, that's...

## Rude

When someone says or does something *intentionally* hurtful and they do it once, that's...




## Mean

When someone says or does something *intentionally* hurtful and they *keep doing it* - even when you tell them to stop or show them that you're upset, that's...


## Bullying




Polite	Kind	Anti-Bullying
<p>P olite</p> <p>O pen doors</p> <p>L isten</p> <p>I nclude all</p> <p>T hank people</p> <p>E ncourage</p> <p>Remember use your 'Magic Manners</p>	<ul style="list-style-type: none"> <li>• Keep everyone safe</li> <li>• Include and</li> <li>• Support others</li> <li>• Make people feel welcome.</li> <li>• Compliment each other</li> </ul>	<p>Make Bullying</p> <p>Extinct</p>  <p>SPOT IT</p> <p>STOP IT!</p>

<p><b>Polite</b></p> <p>P olite</p> <p>O pen doors</p> <p>L isten</p> <p>I nclude all</p> <p>T hank people</p> <p>E ncourage</p> <p>Remember use your 'Magic Manners</p>	<p><b>Kind</b></p> <p>Kind Kids:</p> <p>K indness is the key</p> <p>I help others</p> <p>N ever give up</p> <p>D o something kind everyday</p> 	<p><b>Anti-Bullying</b></p>  <p>SPOT IT</p> <p>STOP IT!</p>  <p>Record it</p> <p>Report it</p> <p>Don't support it</p>
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## Appendix Three



# Age Restrictions for social media platforms



(13 with adult permission)

Flickr  
Kik  
YouTube  
YikYak  
Keek  
WeChat

Twitter  
Facebook  
Instagram  
Pinterest  
Google+  
Tumblr  
Reddit  
Snapchat  
Secret  
TikTok

LinkedIn

WhatsApp

Vine



Please refer to our anti-bullying policy for more information.

<https://www.longmeadow.herts.sch.uk>

## APPENDIX FOUR - 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 5) 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 6.**
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 7 and upload to CPOMS. 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.**

## **APPENDIX FIVE – INITIAL INVESTIGATION:**

<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 CPOMS? Y or N		
Comments:    Form completed by:		

## APPENDIX SIX - BULLYING REPORT AND MONITORING FORM

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	Person/s giving offence
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(including ethnicity and other relevant diversity issues)	(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:

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9. Outcomes/actions from follow up.

## Appendix 7:

### 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:

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### 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		