LONGTON LANE PRIMARY SCHOOL

'Believe and Achieve'

Anti-Bullying Policy

Amendments made since last review	
Autumn 2018 – annual review, no amendments / Autumn 2019 – annual review, no amendments	
Autumn 2020 - annual review, hate crime addition / Autumn 2021 – annual review, no amendments	
Autumn 2022 – annual review CPOMs added / sexual and sexist bullying added	
Policy agreed / reviewed 22.11.22	Next review due Autumn 2024
Signed on behalf of the Governing Body	Signed by headteacher

Rationale

Longton Lane Primary School is committed to a policy of inclusion, to equality and justice and we seek to provide a safe, secure and positive environment for all children, which is underpinned by our school values of respect, friendship, honesty, caring and kind, resilience and responsibility. Longton Lane promotes an honest and open anti-bullying ethos, in which children, young people and adults are entitled to be treated with respect and understanding and can take part in any activity without fear of intimidation. Our Anti-bullying policy should be read in conjunction with our school's Behaviour Policy.

Purposes

- To establish an agreed and consistent approach to bullying that will prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To develop positive relationships between children and promote individual self-esteem.
- To foster a caring ethos and promote behaviours in school, so all children feel valued, safe and secure.
- To ensure pupils' of all ages, governors, staff and parents develop an understanding of what bullying is.
- To create an atmosphere of a TELLING school, where children can report bullying either of themselves or others and be able to rely on appropriate action taken.
- To assist parents who request advice and to support them.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply sanctions to the pupil causing the bullying and ensure they learn from the experience.

Broad Guidelines

1. Staff will always model a caring acceptance of others.
2. Bullying is discussed cross curriculum alongside PSHE related activities.
3. School will participate annually in Anti-Bullying week and such relevant events and activities.
4. Each class is to have Peer Listeners who can be called on as "a first port of call" for children.
5. All classes subscribe to the Behaviour Policy
6. There is safeguarding training run by the school, this also addresses the issue of bullying.
7. If bullying is happening, staff will find out the facts, talk to the bullies and the victims together and separately. Recordings will be made on CPOMs.
8. Parents will be called if necessary and their support asked for.
9. All alleged cases of bullying will be reported to the headteacher. It will be investigated under the correct procedures detailed in the anti-bullying guidance. In the absence of the headteacher the deputy headteacher will lead.

Anti-Bullying Guidance

What is Bullying?

There are many definitions of bullying, but most consider bullying to be:

"*Deliberately hurtful behavior repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.*"(Hansen v Isle of White Council)

"*Bullying is behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*" (DfE October 2014)

Bullying is therefore **repetitive and persistent**, **intentionally harmful** and involves an **imbalance of power**, leaving someone feeling helpless to prevent it or put a stop to it.

Bullying can be:

- Relational / Emotional – being unfriendly, excluding, tormenting and intimidating.
- Physical – pushing, hitting, kicking, punching or any use of violence, property may be damaged.
- Racist – Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Prejudicial / discriminatory bullying - bullying based on prejudices directed towards specific characteristics.
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing.
- Cyber – All areas of internet e.g. email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities, including those on mobile phones.
- Sexist - Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual – Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes..
- Extortion – demanding goods / money with threats.
- Homophobic – Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying - Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Due to the nature of bullying, it may also be classed as a Hate Crime.

Hate Crime can be defined as: Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation. A victim of Hate Crime does not have to be a member of a minority or someone who is generally considered to be vulnerable. For example, a person who is the friend of someone from a different ethnic group, a different sexual orientation or a disabled person may be targeted because of their association.

Hate Crime can be actual or perceived and can include:

- Verbal abuse, threats, insults, nuisance telephone calls, name-calling.
- Physical assaults and violence, anything from pushing to serious attack.
- Property damage - graffiti, vandalism, theft, damage to vehicles, arson.
- Publishing and circulating materials such as leaflets that may incite Hate Crime.
- Hate Crime attacks can be a combination of the above. For example, bullying at school or within the workplace may consist of name-calling and physical abuse.

Signs and Symptoms of Bullying

A child / young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking or travelling to or from school / begs to be driven to school
- changes their usual routine
- is unwilling to go to school / feels ill in the morning / begins to truant
- becomes withdrawn anxious, or lacking in confidence / starts stammering / stops eating
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing" / asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost" / comes home starving (money / lunch has been stolen)

- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Reasons why children and young people don't report bullying

- They believe parents, teachers or leaders cannot do anything about it.
- They believe parents don't understand about school life.
- Peers expect you to stand up for yourself and to be able to cope.
- Telling adults only makes it harder.
- They feel ashamed of being unpopular.
- They feel they must deserve it.
- They are too frightened to tell.
- They just have to put up with it, as it is part of life.

Giving children and young people the confidence to tell

It is imperative that children and young people have the confidence to tell adults about bullying behaviours that they witness or experience, if bullying is to decrease. Very early on, even in nursery, children can learn that telling an adult that they are being teased / bullied may rebound on them and this may lead them to feel vulnerable.

Schools and other settings need to encourage young people to report bullying cases and to have effective support mechanisms in place for this to happen.

Establishing that trust can be made easier by:

- Listening to young people.
- Consulting with young people.
- Publicising procedures for dealing with bullying.
- Responding to all incidents of bullying in a consistent manner.

Research shows that young people who feel they could exercise some control over their situation felt more competent and effective.

The behaviour of bystanders

Young people may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children and young people may also be apprehensive that they will not receive the support of peers and teachers. Schools and other settings benefit by making explicit, the vital role of bystanders in helping to eliminate bullying.

E-Safety

Cyberbullying is a form of bullying and, as such, schools should be equipped to deal with cases through existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying, in terms of the size of the audience and location in which it occurs. Cyberbullying will have an impact on the education, health and wellbeing of the person being bullied. Schools have broad powers to discipline and regulate the behaviour of pupils, even when they are off the school site – these are set out in the Education and Inspections Act 2006.

However, it is important to recognise that technology is integral to the lives of young people and that education and discussion around responsible use and e-safety is key to helping them deal confidently with any problems that arise, whether in or out of school. Further information and guidance in relation to e-safety can be located at sthelenssafeguarding.org.uk/scp

Role of Parents/Carers

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, what have they done…

- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying others, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

We expect parents / carers to be fully involved in the investigation, recording and evaluation process for bullying behaviours.

Our anti-bullying principles mean –
For pupils who experience bullying, that:
  ➢ they are heard;
  ➢ they know how to report bullying and get help;
  ➢ they are confident in the school's ability to deal with the bullying;
  ➢ steps are taken to help them feel safe again;
  ➢ they are helped to rebuild confidence and resilience;
  ➢ they know how they can get support from others.

For pupils who engage in bullying behaviour:
  ➢ sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
  ➢ they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
  ➢ they learn how they can take steps to repair the harm they have caused.

For school:
  ➢ the whole school community is clear about the anti-bullying stance the school takes;
  ➢ pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
  ➢ every chance is taken to celebrate the success of anti-bullying work;
  ➢ all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:
  ➢ they develop whole school policies which meet the law and school safeguarding requirements;
  ➢ they promote a school climate where bullying and violence are not tolerated and cannot flourish;
  ➢ there is a review of the school anti-bullying policy every two years and policy and procedures are updated as necessary;
  ➢ curriculum opportunities are used to address bullying;
  ➢ pupil support systems are in place to prevent and respond to bullying;
  ➢ they have addressed school site issues and promote safe play areas;
  ➢ all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
  ➢ all staff are aware of the importance of modelling positive relationships;
  ➢ data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
  ➢ they work in partnership with parents, other schools and with community partners to promote safe communities.

For parents:
  ➢ they are clear that the school does not tolerate bullying;
  ➢ they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
  ➢ they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
  ➢ they are clear about ways in which they can complement the school on the anti-bullying policy or procedures

The following shows how our procedures operate within Longton Lane:

ORGANISATION

- A strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity
- Positive leadership from senior staff and governors on how bullying is to be dealt with within the overall policy and procedures regarding attitudes and behaviour
- Clear incident reporting systems with a range of access points for children and young people to report bullying, including text messaging and confidential website reporting
- A planned approach in curriculum and tutorial programmes to the issue of bullying, including the risks of new communications technologies, in a context which promotes self-esteem and confident relationships, with strong links to curriculum areas such as PSHE.
- Provision of counselling services and nurture support to provide individual and small group support to address issues such as self-esteem and anger management
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying, and to equip them with ways of responding to it.

PREVENTATIVE

- Create an ethos in schools and establishments where tolerance and respect is promoted and valued.
- Establish that any kind of harassment is not tolerated.
- Staff model anti bullying practice through their own interpersonal relationships, body language, verbal and non-verbal communication.
- Preventative, proactive interventions, such as restorative justice, that develop positive interactions within all relationships within school and enable the developing of alternative ways of behaving in the prevention and resolution of conflict.
- Periodic consultation with students to find out what bullying occurs, when, where and by whom.
- Involving children and young people in the development and monitoring of anti-bullying practice through school councils and other representative forums.
- Confidential and varied means for alerting the school to current instances of bullying.
- Schools identify areas where there is a higher risk of bullying, e.g. corners or corridors where there is no surveillance, toilets, school transport, playgrounds, and instigate preventative measures.
- Efficient patrolling by staff of school site, especially toilets, lunch queues and secluded areas, and their presence at the school gates at the beginning and end of the day.
- Ways of breaking down age-groups, for example through 'buddy' systems
- Monitor all e-communications used on the school site or as part of school activities.
- Internet blocking technologies are continually updated and harmful sites blocked.
- Clear policies about the use of mobile phones at school and at other times when students are under the school's authority.

SUPPORT FOR THE VICTIM

- Independent listeners and peer mentoring schemes including older students and adults other than school staff, to whom victims of bullying may turn.
- Referral for emotional and therapeutic support from specialist children and adolescent mental health services and the voluntary sector where appropriate.
- Safe play areas or quiet rooms for younger students or those who feel threatened at break times.
- The involvement of students in procedures dealing with instances of bullying through 'circles of friends', peer mediation and other schemes.
- Providing feedback to the victim and family about what action will be taken in respect of the bully.

CHALLENGING BULLYING

- Prompt and thorough investigation of reported incidents, including contact with parents of victims and bullies in order to agree, if possible, a course of action.
- Use of Acceptable Behaviour Contracts with children who have bullied other children.
- Provision for follow-up with victims of bullying and bullies themselves.
- Consider the needs of the bully as well as the victim and take action to address those needs. This may include support and emotional/therapeutic interventions from other agencies.

- A system to record incidents of bullying (CPOMs) so that analysis of patterns, whether of students involved, type of bullying, location or time, can inform policy and practice.

Recording and Reporting Incidents

The attached appendices will be used in the event of a bullying incident

Dealing with complaints from parents/carers regarding bullying/harassment incidents –
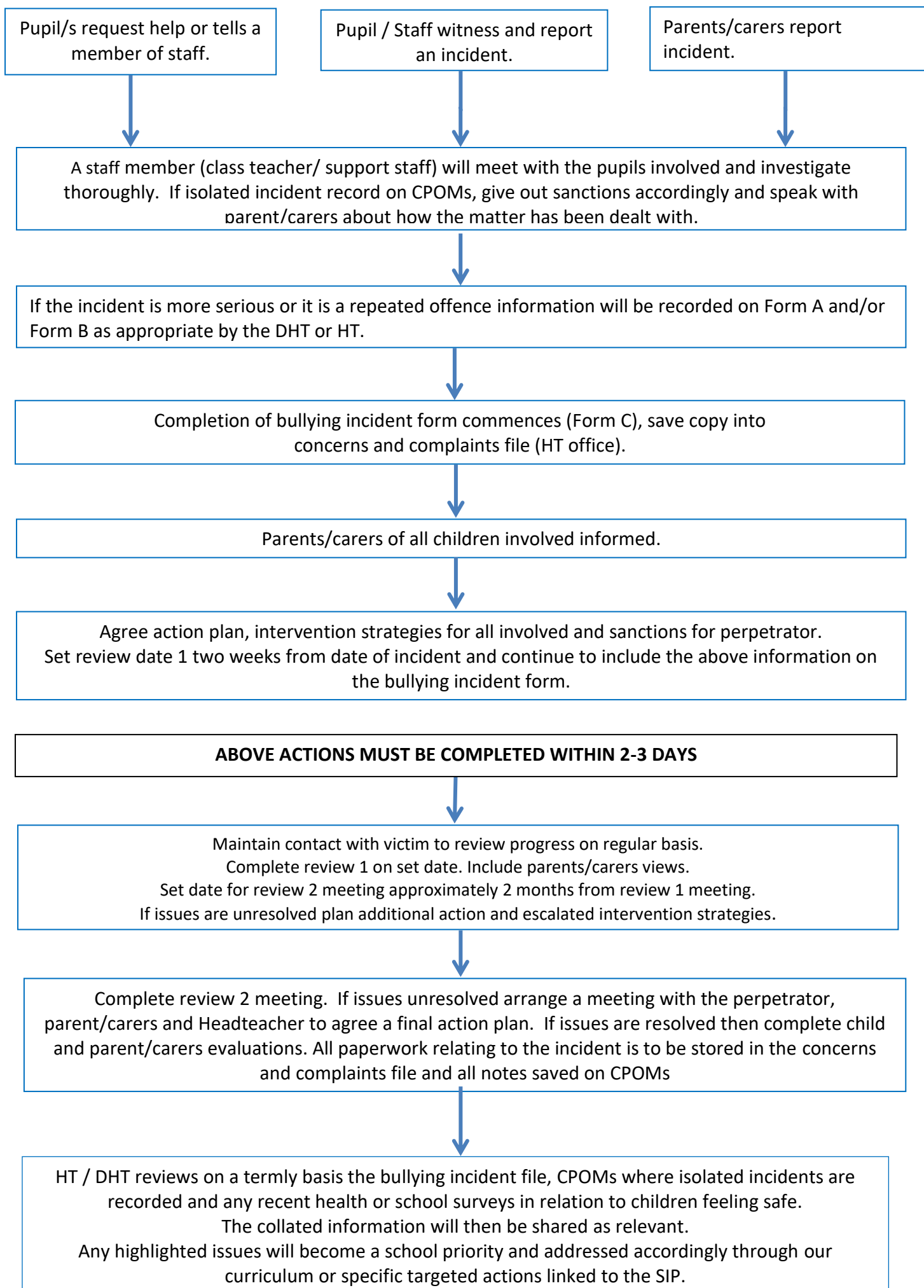
- If a parent is unhappy with the handling of a complaint they or their child make about bullying, they should address this verbally with the class teacher.
- If the teacher does not provide a satisfactory response to a parent's concerns, this should be escalated to the headteacher, verbally at first and perhaps through requesting a meeting.
- If this does not resolve the issue, the parent should make a complaint in writing to the headteacher and document any response.
- If the issue does not get resolved at this stage, a letter should be written to the Chair of the Governing Body who should respond in writing. Parents can also request a copy of their child's records.
- If a parent does not feel that the school has dealt with the complaint appropriately, they can then contact the Local Authority (LA). However, the LA will expect that parents have already been through the process outlined above, and, if not, will refer the parent back to the school to make contact with the headteacher. The LA will investigate how the school has dealt with the complaint and seek resolution if the parents remain dissatisfied. The contact officer within the LA is the Service Performance and Review Officer on 01744 67(1861).

N.B. If the bullying incident is racist, homophobic, disability-based, sexist or faith-related, schools should complete all the information as requested in this guidance but also report it directly to the LA Performance Review Officer, on 01744 67(1861), in order for the LA to comply with its duties.

Appendices:

The following pages detail a range of forms, which can be used by the school to record and monitor bullying/harassment incidents. These include:

- Appendix 1: Tackling bullying/harassment incidents flow chart.
- Appendix 2: Bullying/harassment victim reporting form – Form A - To be completed by support staff and pupil.
- Appendix 3: Bullying/harassment witness reporting form – Form B To be completed by either staff member or pupils who have witnessed the incident.
- Appendix 4:Bullying/harassment school incident recording form – Form C To be completed by HT / DHT
- Appendix 5:Bullying/harassment review sheet – Form D (used at review 1 and 2)
- Appendix 6: Bullying/harassment feedback sheet - Tell us what you think (child/young person form) – Form E
- Appendix 7: Bullying/harassment feedback sheet - Tell us what you think (parent/carer form) – Form F.

Appendix 1

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┌─────────────────────────┐  ┌─────────────────────────┐  ┌─────────────────────────┐
│ Pupil/s request help or │  │ Pupil / Staff witness   │  │ Parents/carers report   │
│ tells a member of staff.│  │ and report an incident. │  │ incident.               │
└─────────────────────────┘  └─────────────────────────┘  └─────────────────────────┘
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A staff member (class teacher/ support staff) will meet with the pupils involved and investigate thoroughly. If isolated incident record on CPOMs, give out sanctions accordingly and speak with parent/carers about how the matter has been dealt with.

If the incident is more serious or it is a repeated offence information will be recorded on Form A and/or Form B as appropriate by the DHT or HT.

Completion of bullying incident form commences (Form C), save copy into concerns and complaints file (HT office).

Parents/carers of all children involved informed.

Agree action plan, intervention strategies for all involved and sanctions for perpetrator.
Set review date 1 two weeks from date of incident and continue to include the above information on the bullying incident form.

ABOVE ACTIONS MUST BE COMPLETED WITHIN 2-3 DAYS

Maintain contact with victim to review progress on regular basis.
Complete review 1 on set date. Include parents/carers views.
Set date for review 2 meeting approximately 2 months from review 1 meeting.
If issues are unresolved plan additional action and escalated intervention strategies.

Complete review 2 meeting. If issues unresolved arrange a meeting with the perpetrator, parent/carers and Headteacher to agree a final action plan. If issues are resolved then complete child and parent/carers evaluations. All paperwork relating to the incident is to be stored in the concerns and complaints file and all notes saved on CPOMs

HT / DHT reviews on a termly basis the bullying incident file, CPOMs where isolated incidents are recorded and any recent health or school surveys in relation to children feeling safe.
The collated information will then be shared as relevant.
Any highlighted issues will become a school priority and addressed accordingly through our curriculum or specific targeted actions linked to the SIP.

Appendix 2

Form A Bullying / Harassment - Victim Reporting Form

Name   **Year group**

Please describe what happened, what you saw, heard and how it made you feel.

When did it happen?
Time(s)   Date(s)

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What would you like to happen now?

Is there someone in school who you feel comfortable talking to and who may be able to support you?

Name of person filling in form   **Date**

Appendix 3

Form B Bullying / Harassment - Witness Reporting Form

Name   Year group

Please describe what happened, what you saw and what you heard.

When did it happen?
Time(s)   Date(s)

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Name of person filling in form   Date

Appendix 4   FORM C Bullying/Harassment/Racist Incident Log
Longton Lane Primary School.

Name of Perpetrator(s)	
Name of Victim(s)	

Date reported	Date of Incident
Reported to	Reported by

<u>Victim Profile (highlight as appropriate)</u> Child in care Child Protection Register Learning Disability EAL Traveller child Young carer Involved with EWO service None of the above	<u>Victim Racial Origin(highlight as appropriate)</u> White British, White Irish, Mixed white & Caribbean, Mixed white & black, Mixed white & Asian, Black African, Black Caribbean, Asian Indian, Asian Pakistani, Asian Bangladeshi, Chinese, Irish Traveller, Gypsy, Other_____ Disability............................. Religion............................. Gender..............................
<u>Perpetrator Profile (highlight as appropriate)</u> Child in care Child Protection Register Learning Disability EAL Traveller child Young carer Involved with EWO service None of the above	<u>Perpetrator Racial Origin (tick as appropriate)</u> White British, White Irish, Mixed white & Caribbean, Mixed white & black, Mixed white & Asian, Black African, Black Caribbean, Asian Indian, Asian Pakistani, Asian Bangladeshi, Chinese, Irish Traveller, Gypsy, Other_____ Disability............................. Religion............................. Gender..............................

Details of incident (please highlight)

Disability incident   Racist Incident   Sexist Incident   Homophobic Incident

Faith Incident   Cyber Bullying   Other.............................

Behaviours involved (please tick)

Physical behaviour ◯   Threats ◯   Taking belongings ◯   Extortion ◯   Name-calling ◯

Causing damage to property ◯   Taunting ◯   Verbal Abuse ◯   Sending notes ◯

Spreading nasty rumours ◯   Text messages ◯   Mobile phone calls ◯ Graffiti ◯

Pictures/video phones ◯   Websites/Social Networks ◯   Chat rooms ◯   Twitter ◯

Location of incident (please tick)

Classroom ◯   Lunch hall ◯   Journey to and from school ◯   Playground ◯

Toilets ◯   Home ◯   Outside school ◯   Other.............................

Duration and frequency of incident (please tick)

First reported incident ◯   Two or three times ◯   Several times ◯

Persisting throughout the term ◯   Persisting for more than one term ◯

Actions taken (please tick)

Checked behaviour log for other incidents ◯   Notified class teacher ◯   Notified parents/carers ◯

Individual discussions with those involved ◯   Group discussion ◯   Police involvement ◯

Other.............................

Sanctions applied in line with school behaviour policy

Details of support/actions agreed with victim(s), parents/carers

Details of support/actions agreed with perpetrator(s), parents/carers

Review date 1 ....(within 2 weeks of reported incident using review sheet)

With whom..

Signed and checked (by SLT) ....Date.............................

Outcome of review 1

Victim(s) — has the bullying stopped

Parents/carers

Date.................................

If no please complete further action to be taken form.

Review date 2 ....(1 month from review 1 using review sheet)

With whom..

Signed and checked (by SLT) ....Date.............................

Outcome of review 2

Victim(s) — has the bullying stopped

Parents/carers

Date.................................

If no, please complete further action form. If yes, please complete child and parent/carer feedback forms.

Review 1/ Review 2   Date
Present at meeting
Has the bullying/harassment/verbal abuse stopped Child/ren   Yes   ◯   No   ◯ Parents/carers   Yes   ◯   No   ◯
AT REVIEW 1 If yes set date for review 2 If no please complete boxes below.
AT REVIEW 2 If yes complete child/sand parent/carer evaluations If no and all actions have been completed from last review arrange a further meeting to discuss further final action plan.
Details of further action to be taken. Action: By whom: By when:
Was the targeted child/s and his/her parents/carers satisfied with the outcome so far? Yes   ◯   No   ◯ Further comments
Signed…………………………………………………………………………………(Bullying Co-Ordinator) Checked and signed……………………………………………………………………………(SLT)
At review 2 ensure all paperwork filed in headteacher's office and CPOMs updated

Child/s Feedback Form

Name   Date

Were you happy with the support provided?

YES   NO

What did you find most helpful?

Was there anything you found unhelpful?

Did you feel you were fairly treated?

YES   ○   NO   ○

Signed……………………………………………….Date……………………………………………..

All data will be analysed and reviewed termly any necessary changes to the way support is offered will be reviewed.

Parent/Carer Feedback Form
Name   Date
Were you happy with the support provided? YES ◯   NO ◯
What did you find most helpful?
Was there anything you found unhelpful which we could improve?
Did you feel you were fairly treated? YES   ◯   NO   ◯
Signed……………………………………………….Date……………………………………………
All data will be analysed termly and any necessary changes to the way support is offered will be reviewed.