



**Longford Park School**

Believe • Belong • Become

# ANTI-BULLYING POLICY

Longford Park School

Date of review: December 2023

Next reviewed: December 2024

### Our school values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone can **become** the best they can be

Longford Park Primary School is committed to creating a happy, safe and positive environment for all children and staff. We do not accept any form of bullying and make clear to those children who are using bullying behaviour that their behaviour is not acceptable and will not be tolerated. Our policy outlines how we proactively work to prevent and reduce incidents of all forms of bullying among pupils through our practice and explains our procedure if an incident of bullying does occur. These procedures are regularly brought to the attention of governors, staff, parents and pupils. As a school we understand that bullying can happen outside school and where it is reasonable to do so we will act to prevent and respond to this.

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Equality Scheme & Equality Policy
- Computing and Online Safety
- Safeguarding & Child Protection
- Staff Code of Conduct
- PHSE
- SRE
- Statement of Core Values

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Trafford aims to ensure that all communities involved with children and young people do everything they can to keep them safe from bullying, and encourages them to follow the principles of the TAB Charter.

### Aims and Objectives

- Having a clear strategy to promote and support an Anti-Bullying ethos
- Having a named senior Lead for Anti-Bullying – Stephanie Meadows
- Developing an effective policy involving all stakeholders which covers the bullying of staff, whether by young persons, parents or other staff, as well as the bully
- To implement an anti-bullying policy that links with our Behaviour Policy
- To improve the quality of relationships for all people in school
- To create a safe and happy environment where pupils feel able to confide in staff and or parents / carers if they are experiencing any form of bullying
- To make all pupils aware that the school will not tolerate any form of bullying behaviour
- To create a common understanding amongst children, parents and staff of what bullying is

- To ensure that everyone knows what they can do to stop bullying
- To ensure that everyone takes bullying seriously and listens and acts accordingly when it is reported
- To provide a support system in school for victims of bullying
- To raise awareness of such behaviour and its consequences in the curriculum such as PSHE, Religious Studies and Assemblies
- To encourage pupils to discuss issues relating to bullying in circle time
- Utilises support from the Sovereign Trust and other relevant organisations when appropriate

It is important that everybody across the school understands that bullying is unacceptable; The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks. Both those who are bullied and those who bully will be treated in a supportive manner; A personalised programme will be created to ensure children feel safe after an instance of bullying. The harmful effect on pupil performance which can be induced by bullying is recognised and the school is committed to combating all bullying behaviour.

### **School ethos**

The Longford Park School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and calm environment, where pupils can learn and fulfil their potential.

Although a specialist school like Longford Park SEMH may not experience bullying in the same manner as a mainstream school, the behaviours of some of our pupils and the vulnerability of others make it essential that the school remains sensitive to the subject. We should also be aware that although not deliberate, bullying for some of our students can be upset by others noises or behaviours in a cause and effect manner which excludes deliberate intent and empathy.

### **Definition of bullying**

We can define bullying as deliberate behaviour or aggression by one or more people, which produces damaging or hurtful effects, physically or emotionally, either directly or indirectly through means such as online gaming and social media, to any individual. It is often repeated over a period of time and it is usually difficult for those being bullied to defend themselves.

As a school we believe it is vital that we support our pupils to develop a clear understanding of the definition of bullying and work to educate staff, children, parents and carers to use this term correctly, consistently explaining what bullying is and is not. Sometimes behaviour that is not intended as frightening or threatening is experienced as such, for example, playground jokes and comments may hurt someone when no real offence is meant. If the perpetrator stops when asked and does not repeat the behaviour on purpose, this is not bullying. It is vital to listen to any reports of bullying but clarify if it is bullying, in line with the definition outlined above, or whether it is a more isolated playground incident that children need to discuss and learn from.

- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)
- 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

### **Forms and types of bullying covered by this policy**

At Longford Park bullying behaviours are considered those that are hurtful and happen **repeatedly** and **on purpose** and can happen to anyone.

### **Types of bullying**

<b>Verbal</b>	Name calling or making abusive comments this also includes spreading rumours. Mother-cussing' which is when children make derogatory remarks about each-others' mothers, often implying prostitution or obesity or being racist in undertone. This can be stylised down to saying 'M' and is an enormous provocation by some children.
<b>Social</b>	Ignoring or excluding another person, following someone or menacing stares
<b>Material</b>	Possessions are stolen or damaged or extortion takes place. Wilful destruction of someone else's work or property.
<b>Mental</b>	Pressure to conform to do or say something to another 'rubbishing' other children's work.
<b>Physical</b>	Pushing, kicking, biting, hitting, punching or any use of violence.
<b>Racial</b>	Racial taunts, graffiti, gestures.
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments.
<b>Homophobic</b>	Focusing on the issue of sexuality through comments, gestures.
<b>Cyber</b>	All areas of the internet, such as email and internet chat eg Twitter, Facebook , Instagram, Snapchat misuse and intending to hurt someone's feelings.

<b>Mobile</b>	Threats by text messaging and calls, sharing of photographs in order to upset and /or threaten.
<b>Other technology</b>	Camera and video facilities, I-pad, games consoles being used in a way to exclude, isolate or harm others.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The threatening behaviour and/or language used
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

### **Responding to bullying**

We are committed to reducing the incidence and effect of bullying behaviour. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions as identified within the school behaviour policy.
- Support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken via CPOMS by a DSL.

## **Actions against bullying**

As a school we agree that one of the most important elements of a successful anti-bullying strategy is to adopt a pro-active approach. The curriculum is used to address the underlying issues and look at ways of challenging inappropriate behaviour. As a school we use the following actions:

- Stress the importance of reporting all incidents to an adult either by the victim directly or a supportive friend
- Use circle time as a means to discuss arising issues and clarify the definition of bullying
- Discussion / counselling for those being bullied and the bully e.g. How could you prevent it from happening again? What can you do to change the situation?
- Role-play to teach strategies for telling bullies to stop
- Through PSE, SEAL and circle time stress the importance of being with other people on the playground and making friends with children who are lonely or unhappy
- Use incidents that have occurred as a teaching point for the whole class to reinforce expected behaviour and reinforce that bullying is not acceptable
- Use books / posters / to raise awareness of bullying and take part in anti-bullying awareness events
- Teach children about online safety and appropriate use of chat rooms, texting etc. and educate children that this is another form of bullying that is unacceptable and they need to be vigilant against and will also need to report any incidents of this form of bullying to parents or staff
- Promote an ethos which places an emphasis on respecting, valuing and caring for self and others.
- The PSE (Personal, Social and Emotional) curriculum will develop and promote resilience, tolerance and value for the uniqueness of each individual so that difference is celebrated.
- Ensure that staff, pupils and parents understand and are aware of the requirements of the policy and that its terms and implications are discussed on a regular basis together with the behaviour policy.
- Take seriously any report or allegation of bullying behaviour.
- Ensure that bullying will not be hidden and will be dealt with in an open and transparent way.
- Any reports of bullying are logged on CPOMS and Governors informed.
- Investigate and take appropriate action this is usually with the class teacher and a senior leader within school.
- Ensure that any investigation will take full account of the stage of development and age of both the victim and perpetrator and will consider the fact that as children grow and learn about friendships, they can sometimes, unwittingly make mistakes or not understand the full impact of unkindness.
- Ensure that victims receive appropriate support and protection from further abuse.
- Help children who bully to understand the impact of their behaviour and support them as they change that behaviour, include bullying as a theme in the Personal, Social and Emotional (PSE) curriculum.

- Self-esteem will be addressed as part of the curriculum alongside issues of assertiveness, resilience and tolerance.
- Monitor the effectiveness of the PSE curriculum.
- Keep an open line of communication with parents.
- Ensure that Lunchtime activities on offer enable children to feel able to talk to a range of adults and peers they trust in a range of situations in which they feel comfortable.

### **Staff**

- Members of staff are responsible for first line guidance and should monitor for signs of distress in the children in their care.
- Members of staff should help pupils to develop good relationships through the implemented PSE scheme, Attachment awareness and wellbeing initiatives within school e.g. Lego therapy, Mentor, staff training.
- All bullying incidents must be reported and recorded on CPOMs, these incidents will be included in the Headteacher's report to Governors.
- Members of staff should learn to recognise pupils who are being bullied (or who may bully others) but who may not report or recognise it.
- Members of staff must counsel the perpetrator as well as the bullied victim.
- Wherever possible, the pupils will be reconciled within school as soon as possible.

### **Preventative work in School**

The school will make every effort to combat bullying behaviours by establishing and maintaining the following; Anti-bullying Policy

- The setting of appropriate targets within a pupils Individual Education Programme.
- The range of rewards and sanctions outlined in the school behaviour policy, including the methods of acknowledging good behaviour.
- Allocation of specific roles and responsibilities in order that incidents may be detected, behaviour monitored and appropriate after-care delivered.
- All incidents will be recorded and collated and periodically reviewed. • Communication of the policy in order to ensure that staff, parents, children and governors are aware of the policy and their individual responsibilities.
- Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.
- Establishing appropriate staff-pupil forums in order that current issues with regard to bullying can be discussed on a regular basis (pastoral time, PSHE work, Assemblies).
- Examination of preventative measures (e.g. supervision levels) in an effort to reduce the risks of bullying behaviour occurring.
- In relation to use of ICT no student should be accessing without supervision. (Further details of this can be found in the Acceptable Internet Usage and Online Safety Policy)
- Adopting a no mobile phone rule during school hours. (Further details of this can be found in the Acceptable Internet Usage and Online Safety Policy)
- Regularly discussing behaviour and bullying in staff meetings for the whole school, including leading a group of school counsellors that will support the delivery of the Anti-Bullying ethos within the school.
- The school's designated Anti-Bullying/ Safeguarding Advisory Committee member, who plays a key role in supporting the preventative work within school.

## **Pupils**

Through P.S.E. and school assemblies and everyday school ethos, it will be made clear to pupils that:

- Bullying is unacceptable in Longford Park School and in life, wherever or whoever you are.
- No pupil should endure bullying – they need to speak out.
- Bullying should be reported to any adult in the school they trust.
- There is no such thing as an innocent bystander – all pupil's will be taught that they need to speak out.
- All bullying incidents will be reported to the Head Teacher.

## **Parents should:**

- Watch for signs of distress in their children.
- Talk to their children about what is happening at school.
- Contact the school if they think that their child is being bullied.
- Advise their children to tell an adult if they witness an incident at school.
- Remind their children that they are special, important and valued which is echoed in the core values Believe Belong Become.

By encouraging positive attitudes and discussing bullying in general, with our pupils, we will endeavour to reduce or eliminate instances of bullying.

## **Stages in managing bullying in school**

Children are encouraged to tell staff, teaching or non-teaching, of any incident of bullying relating to themselves or other children. Individual class teachers will use a variety of ways to ensure that children have the opportunities to raise such issues, if necessary, confidentially.

Staff will make every effort to watch and listen carefully for any signs of bullying and be prepared to act firmly against it.

When an incident of alleged bullying is reported or observed it will be investigated initially by the class teacher, who will then report it to the Headteacher/DSL. If it is a serious incident (involving bodily harm), the matter may be referred directly to the Headteacher/DSL

When investigating the incident, the member of staff will listen carefully and make accurate notes on what has happened. Both parties will be listened to, and if necessary, third parties as required. Staff will deal sensitively with the investigation in order to avoid making the situation worse for the victim of the bullying.

If bullying is revealed, staff will deal with the bullies in an appropriate way, with reference to the sanctions outlined in the school Behaviour Policy. There will be an emphasis on helping the bully to identify why their behaviour is wrong and looking at how they can change it.

All incidents of bullying will be recorded through My concern by the end of the working day.

The teacher will contact parents if it is deemed that a bullying event has occurred. This will always happen if bullying is repeated on a regular basis. Parents of children who repeatedly demonstrate bullying behaviour will be invited into school to discuss how they can support the school at home by helping with their child's behaviour management programme. If there is no improvement, it may be necessary to involve other agencies. Cases of very serious or repeated bullying could ultimately lead to exclusion for school.

The school will strive to make each child feel safe again, after instance of bullying, through a bespoke differentiated personal program.

### **What happens after an incident?**

This may include Restorative Justice meetings, pro-active work undertaken during lessons, assemblies and circle time, Therapeutic Intervention, work with a mentor or a referral to an outside agency.

The process of dealing effectively with bullying behaviour includes the following sequence of events:

- Incidents will be recorded on our CPOMS system.
- Identifying the behaviour and investigating the incident fully so all versions of the events are clear and common ground established.
- Perpetrators and those that have instigated the incident are spoken with and appropriate measures put in place to support and develop their understanding.
- Supporting the victim.

Developing understanding in the perpetrator can include:

- Time out with a key adult.
- Parent/ carer informed.
- Written agreement/ plan.
- Make amends via restorative justice methods.
- Therapeutic Intervention.

Developing understanding and supporting the victim can include:

- Counselling in the form of discussions with staff.

- Immediate attention from a responsible adult.
- Express attitude of school towards such behaviour.
- Actions to be taken are explained.
- In serious cases, head or named person meets parents to explain action taken and discuss as appropriate.
- Access to curricular tools e.g.: PSHE, work on assertiveness, self-esteem, development of resilience, therapeutic support.

### **Evaluation**

In order to assess the effectiveness of the policy the following standards will be used as a means of measuring performance:

- Variations in the number of reported incidents over a given period.
- Bullying incidents are flagged up in school and recorded in CPOMs which members of staff record incidents of bullying and all action taken.
- SLT look at all incident logs and take appropriate actions.
- Individual incident reports.
- Any measurable improvement in behaviour of a particular identified group.

### **Indication of those at risk from bullying may include:**

- Lack of friends
- Isolation
- Poor communication and/ or poor co-ordination
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour
- Chooses to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through Special Educational Needs or child protection issues.

### **Signs that may signify that a student is being bullied include:**

- Being frightened of travelling to and from school
- Being unwilling to come to school
- Beginning to do poorly in school work
- Displaying personality changes
- Complaining of feeling unwell (frequently)
- Having unexplained bruises and injuries
- Having possessions destroyed or go missing

- Showing reluctance to go into the playground or school hall
- Refusing to say what is wrong, or giving improbable excuses to explain any of the above
- Meeting up with unlikely social groups or individuals.

### **Victim Behaviour**

There are times when we will encounter youngsters who display victim behaviour. They may sometimes be described as 'willing' victims.

Strategies to manage this particular type of behaviour may include:

- Remove the victim from the scene as soon as possible
- Remind the pupil of the procedures that will now follow.
- Arrange for a quiet time to talk with the victim ASAP with a member of staff they trust
- Staff record the incident on CPOMs
- Enlist support from friends or other member of the class as appropriate
- Remind pupils of strategies learnt in class
- Arrange a follow up time to check with the victim, to monitor behaviour
- Ensure that the victim has access to a member of staff with whom they can discuss personal matters safely (not necessarily their class teacher)

If appropriate, arrange a meeting with the victim and bully, with teacher or a member of the SLT as co-coordinator.

### **Adult Bullying**

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community they must report this to the Head of School immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- Parents approaching other parents or children
- Inappropriate verbal exchanges in front of pupils
- A breakdown in communication

If children are experiencing problems with other children, parents must not take matters into their own hands. Parents' confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

### **Cyberbullying of teachers and school staff**

On 15 April 2009, the DCSF issued guidance Cyber bullying: Supporting school staff which outlines practical ways of preventing and tackling cyber bullying of teachers and other school staff. The School will ensure that:

- Governors, Headteachers, senior leaders and staff are familiar with the Government's guidance.
- The whole school community understands what is meant by 'Cyber-bullying', it's potential impact, how it differs from other forms of bullying and why it is unacceptable.
- Staff are fully supported and that appropriate action is taken.
- In the case of the bully being a member of the school community the school will deliver appropriate and consistent actions taken.

Staff are reminded to take steps to protect themselves and their personal information by:

- Keeping passwords secret and protecting access to their accounts.
- Not 'friending' pupils or parents on personal social networking services.
- Keeping personal phone numbers private and not using their own mobile phones to contact pupils or parents.
- Keeping phones secure on school premises.
- Not posting information about themselves publicly that they wouldn't want employers, colleagues, pupils or parents to see.
- Ensuring that rules regarding the use of technologies are consistently enforced.
- Not personally retaliating to any incident.
- Reporting any incident to the appropriate member of staff in a timely manner.
- Keeping any evidence of an incident.

### **Prevention of Bullying**

As a school we are committed to providing a happy, safe and secure environment for all our children. One way we try to achieve this is by the adoption of positive strategies to prevent or discourage bullying.

These are some of the strategies we employ;

- We foster group work and co-operative learning.
- We provide opportunities for children to discuss their feelings and concerns with staff and have curriculum drivers that focus on core values, vocabulary, mental health and problem solving; equipping pupils with the tools to talk.
- We promote an atmosphere of openness.
- Teaching students how to stay safe online.
- School will offer parents/carers e-safety guidance.
- We provide opportunities to explore issues related to bullying and other inappropriate behaviour in creative writing, art and drama.
- We make efforts to supervise children carefully and with appropriate staff ratios;
- We listen carefully to children.