Longlands Primary School
Anti-Bullying Policy

Last reviewed on:	01/09/2024
Next review due by:	01/09/2027

Introduction

At Longlands, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority, in order to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- *Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and*
- *Foster good relations between people who share a protected characteristic and people who do not share it.*

At Longlands Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Principles

It is the responsibility of the governing body and the Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

The following guiding principles underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Longlands Primary School. They are:

- *Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.*
- *Pupils learn to be strong and independent through positive relationships.*
- *Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.*
- *Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.*

As such, these principles link closely to our school motto - which states:

Everyone is valued.

Everyone is aspirational

Everyone is proud.

Aims

Our aim is for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

In achieving this, we are determined to promote and develop a school ethos where all regard bullying behaviour as unacceptable and that a safe and secure environment exists for all members of the Longlands community.

Bullying Definition and Responding to Incidents

The Department for Education recognises that there is no legal definition for bullying, but broadly defines bullying as behaviour that is:

- *Repeated;*
- *Intended to hurt someone either physically or emotionally;*
- *Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.*

At Longlands Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- *Bullying is usually physical hurting, name calling, targeted exclusion from peer groups or identifiable behaviours designed to make another child feel threatened or uncomfortable.*
- *Bullying usually happens when the relationship is imbalanced.*
- *Bullying is usually on going over an extended period.*

This last point is important for us to define because, unfortunately, children do fall out with each other from time to time. Sometimes these situations may even extend beyond one day and into the next or over a period of days. Where staff become aware of incidences such as this, it is important for them to thoroughly investigate the circumstances and conclude whether something has occurred because of an isolated incident, or whether it is part of an ongoing pattern of behaviour towards a particular child or children. This may involve through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. We acknowledge that although these behaviours may be upsetting for children, it is for the school and the professionals within it to determine whether behaviours incidents are part of an ongoing pattern that could be classified as bullying.

As part of this decision making process, the school would take into account incidents that have occurred outside of school or online to provide further contextual understanding. However, it is important to recognise that the school can neither control nor make a judgement on incidents which have occurred outside of school hours, away from school property or without the use of school equipment.

If an allegation of bullying is upheld, the Head Teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Head Teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Bullying is classified as Stage 4 within our Relationships and Behaviour Policy. If there is continued evidence of bullying taking place, despite the strategies outlined previously having been used, then the school reserves the right to enforce either a fixed-term or a permanent exclusion.

At Longlands, we believe it is important not to categorise all poor behaviour choices directed at others as acts of bullying. Instead, routine investigation and conversation with children helps us all to gain a better understanding of the short and long-term effect our words and actions have on others. This is central to the values that underpin our approach to behaviour and more information regarding this can be found in our Relationships and Behaviour Policy, which is available on our website.

Types of Bullying

Examples of potential forms of bullying are listed below. However, it is important to recognise that bullying behaviour is not limited to these and all members of our school community should remain vigilant to potential bullying behaviour existing between children.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transsexual, transgender or gender neutral people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- *Looked After Children*
- *Gypsy, Roma and Traveller children*
- *Children with Special Educational Needs or Disabilities (SEND)*

- *Children from ethnic minorities*
- *Children entitled to Free School Meals, in receipt of the Pupil Premium Grant or classified as 'disadvantaged'.*
- *Children for whom English is an Additional Language*
- *Children who are perceived to be gay, lesbian, bisexual, transsexual, transgender or gender neutral.*

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Golden Rules

Our school's Golden rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Our Golden Rules are as follows:

- *Be Ready*
- *Be Respectful*
- *Be Safe*

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

***Physical**: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.*

***Emotional**: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.*

***Behavioural**: asking to be taken to school, refusing to come to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties.*

Links to other policies

This policy is closely linked with our: Relationships and Behaviour Policy, our Safeguarding Policy, our school Golden Rules and the school's Visions and Values statement.