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Review planned

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Signed

Paul Leeson, Chair of Governors



Anti-Bullying Policy

Resilience Cooperation Kindness Respect Empathy

Introduction

At Longford CofE Primary School, school (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect pupils to feel safe in school, which includes an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and the children.

Pupils contribute to the development of the policy through the Pupil Leadership Team, event days, class discussions etc.

The Y5/6 children have also developed a child-friendly Anti-Bullying Leaflet, which is displayed in the entrance and each classroom.

Parents/Carers will be encouraged to contribute through questionnaires and parent meetings.

Roles and Responsibilities

The Headteacher, Miss Elise Piper, has overall responsibility for the policy and its implementation, as well as liaising with the governing body, parents/carers and outside agencies.

Mrs Rebecca Whitney is the anti-bullying lead and so who will have general responsibility for handling the implementation of this policy.

The coordinator's responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for anti-bullying (behaviour) is: Mrs Chloe Bailey

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' - *Safe to Learn: embedding anti bullying work in schools (2007)*.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumors
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others, these may include: pupils with special educational needs such as learning or physical disabilities; young carers; Looked After children; those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

We make it clear to all both pupils and staff alike that they should report any bullying

behaviour. We ensure they feel able to do so, through the supportive culture of the school and maintaining good relationships with the whole school community.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Steps taken:

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be uploaded onto MyConcern by a DSL.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Longford C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Pupil Leadership team & class ambassadors
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Buddy system

- Safeguarding newsletters
- Staff training and development for all staff
- Focus on wellbeing – including wellbeing lead who run's open sessions for children to attend

Links with other policies:

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy

Equalities Policy

PSHE & RSE policy

Complaints policy

Child-friendly anti-bullying leaflet

References Documents and Related Policy/Guidance

National Documents