

Long Furlong School – Anti-Bullying Policy

If you are a pupil reading this because you are worried, please speak to a trusted adult.

If you are a parent reading this policy to seek help or because you are concerned, please contact your child’s teacher or the headteacher.

Contents	
1. Aim	Page 1
2. Definition	1
3. We believe...	1
4. Who is bullied?	2
5. Types of bullying	2
6. Methods of bullying	3
7. Possible indicators	3
8. Prevention	4
9. Recording and reporting	4
10. Dealing with an incident (Protocol)	4
11. Monitoring	5
12. Links to other policies	5
<i>Appendices</i>	
1. <i>Frequently asked questions</i>	6
2. <i>Additional support and guidance (contacts were valid at time of this policy)</i>	6-8
3. <i>Reporting Form</i>	9

1. Aim:

At Long Furlong Primary School, we are committed to working with children, staff, governors, parents and carers to create a school community where bullying is not tolerated.

2. We define bullying as:

‘Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.’

(DfE)

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

3. We believe that:

- All bullying behaviour is unacceptable irrespective of how or where it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying behaviour and allegations, acting where necessary to support both the person doing the bullying and the target always.

Agreed 27th January 2022

- Children who bully must be held to account for their wrong-doing, but may need support to change their attitudes and behaviour.
- All inappropriate and discriminatory language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- **Everyone** in our school has a responsibility to respond promptly and effectively to all instances of bullying behaviour using the school's protocol.
- We must communicate with parents and carers regarding any concerns about bullying behaviour and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in and out of school that involve our community.

We recognise that a person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them. Parents and carers are encouraged to contact their child's class teacher or the Headteacher with any concerns they may have about their child being a victim or perpetrator of bullying behaviour. Concerns will be taken seriously and investigated. Children are encouraged to inform an adult of their concerns.

4. Who is bullied?

Anyone could be subject to bullying behaviour at any time in their life. It is not something that only affects children and young people. There are several factors that can lead to some one being vulnerable. Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are travellers
- are refugees or asylum seekers
- start a school or activity group mid term
- are bullied as a result of sex or gender identity
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

5. Types of Bullying

There are various types of bullying which can be summarised as:

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs

- Homophobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using ‘gay’ as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Transgender – based on perception of gender identity
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers

6. Methods of bullying:

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Online/ cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages.

Bullying behaviours may take place out of school and may be witnessed by a member of staff or reported to the school. These too will be investigated and followed up appropriately: The Education and Inspections Act 2006 gives headteachers the power “to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyber-bullying)”.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care

7. Possible indicators of bullying include:

The following behaviours may suggest someone is being bullied, however we recognise that the list is not exhaustive:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children

- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible. This may mean that we as a school may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

8. To prevent bullying in our school we will:

Develop our PSHE and wider curriculum to ensure:

- Children develop an awareness of emotions and how to manage these, including managing their anger and other emotions
- Children develop interpersonal skills where mutual respect is highly regarded
- All members of the school community feel listened to and valued using reflective and restorative approaches*.
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders
- A climate exists where bullying and violence are not tolerated, and children feel comfortable and confident to talk to others
- Develop peer support systems (including use of ambassadors, or similar) to prevent and respond to bullying – children are aware that they must tell
- Promote safe play areas
- Audit regularly to establish that children feel safe, especially in known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying
- Participate in OCC and national initiatives, for example, Anti-bullying week and the Anti-bullying conference

** A restorative approach is a proactive approach that aims to build relationships to reduce the likelihood that conflict will occur*

We work closely with members of the school community to develop our policy and support a positive ethos within the school.

9. Recording and reporting:

All staff will use the agreed reporting format (see appendix 3) to alert the Headteacher or designated Senior Leadership Team member of any bullying related incidents. We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. This data is given to governors via the Headteacher report.

10. Dealing with an Incident (Protocol):

Although incidents may not be bullying they should always be followed up thoroughly by the school and dealt with appropriately. Any incidents will be dealt with as sensitively, restoratively, and speedily as possible. All parties, including the victims and the alleged/ known perpetrators are given the opportunity to express their views and feelings and there is an opportunity for harm to be repaired.

Whenever a bullying, including online bullying, incident is reported or discovered, the school will go through a number of steps with consequences appropriate to the nature of the incident. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved:

- a. Find a suitable place to talk, listen carefully using restorative resources, and making notes as soon as possible
- b. Reassure the children involved
- c. Listen to the child or adult's preferred course of action without promising to keep it secret
- d. Speak to the alleged perpetrator and investigate possible reasons.
- e. Use restorative resources, making notes and emphasising all parties' will be supported and their needs addressed.
- f. Inform others as necessary – parents, other members of staff, outside agencies
- g. Action the relevant forms of support and sanctions as necessary, with these being monitored and reviewed as necessary

When a bullying (including online or out of school) incident has come to the attention of adults in the school, those involved will be fully aware it has been taken seriously and action has resulted.

Safeguarding procedures will be followed when child protection concerns arise.

11. Monitoring and evaluation:

We will check through a range of pupil voice, circle work, PSHE and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being able to report bullying behaviour and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, anti-bullying audit and action plans, will be the starting point of the policy review and any future changes in practice.

12. Links to other school policies:

This anti-bullying policy links to other policies and documents in school, including:

Equalities policy

Behaviour policy

Safeguarding policy

Acceptable Use policy

School Development plan

Appendices

1. Frequently asked questions
2. Organisations that can offer support
3. Recording Form

A1: Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

From DfE Preventing and Tackling bullying

Advice for headteacher, staff and governing bodies, October 2014

A2: Additional Support and Guidance from:

Anti Bullying Alliance

UK's leading organisation in the field of bullying. Lots of resources and information on the website.

0207 843 1165
National Children's Bureau, 8
Wakley Street, London
EC1V 7QE
www.antibullyingalliance.org

BM Schools Out / LGBT History Month

Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.

020 7635 0476
National London, London
WC1N 3XX
www.schools-out.org.uk
<https://lgbtplushistorymonth.co.uk/>

Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. “Policies” the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK’s free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk Helpline 0800 1111
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who’ve been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH Helpline 08451 205 204
MENCAP	UK’s leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk

NSPCC

Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.

0207 650 6855
Weston House, 42 Curtain Road, London EC2A 3 NH
www.nspcc.org.uk
Helpline 0808 800 5000

Parentline Plus

Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – **0800 783 6783**

0207 824 5549
520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL
www.parentlineplus.org.uk
Helpline 0808 800 2222

Long Furlong Primary School: Incident Record

NAME OF CHILD DATE.....

PLACE/ACTIVITY..... TIME.....

ADULTS PRESENT.....

OTHER CHILDREN INVOLVED.....

Type of incident (Please tick):

Disruption	Damage/ theft	Refusal	Swearing/ verbal abuse	Bullying, incl emotional (see over)
Assault (child)	Assault (adult)	Runner	Other (incl threatening):	Prejudice related behaviour (see over)

If assault, part of body injured:

Parent Informed	Y/N	Date and time:
Parent of target/ others involved informed	Y/N	Date and time:
Other agencies involved	Y/N	Name agencies:

<p>A. Brief details of incident (what is the problem or concern).</p>	<p>Brief details of the antecedent (situation before the incident of concern)</p>
-----------------------------------------------------------------------	-----------------------------------------------------------------------------------

Actions/ Outcome/ resolution:

Name of reporting adult:	Signature:	Date:
Headteacher's name:	Signature:	Date:

Reporting of Bullying and Prejudice Behaviour/ Incident

Record sufficient detail to identify exact nature of prejudice or type of bullying. See OCC anti-bullying checklist.

The categories put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Young carers, looked after children	Assault
Appearance or health condition	Verbal abuse (pupil / teacher)
Race Religion or Culture	Threatened
SEN or Disabilities	Theft / taking property
Sexist or Sexual, incl. transgender phobia	Emotional bullying
Sexual Orientation (homophobia)	cyberbullying
<u>Other: give details:</u>	

Details of incident (s) / bullying behaviour (what is the problem or concern).
Include names of witnesses/ aggressor and target (s)

Subsequent Action/ Resolution:

Resolved/ unresolved/ further intervention needed (delete)

Does the incident require a multi-agency response if not already in place? Yes No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Date of Hate crime report:..... Crime number: