



LONGFIELD PRIMARY SCHOOL POLICY FOR ANTIBULLYING

The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
- Teaching is reinforced by the school motto, 5Rs and the School Behaviour thermometer.
- We use visits from partner agencies such as police to support and reinforce learning.
- We ensure that expectations are reinforced regularly and we praise positive choices.

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour.
- They are given the freedom to make choices and become critical thinkers.
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices.
- PSHE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights.

Outcome: Pupils display responsibility and independence.

Tolerance of those of Different Faiths and Beliefs

- Longfield Primary is an extremely diverse school.
- We actively promote diversity through our celebrations of different faiths and cultures.
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others.
- Members of different faiths and religions are encouraged to share their knowledge.
- Pupils visit places of worship that are important to different faiths.
- We promote messages of equality.

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures.

Mutual Respect

- Pupils are taught core values such as 'Show respect' and 'Working together to achieve'.
- They demonstrate responsibility for self and others.
- Our school reward system is centred on our four school houses: Livingstone, Jubilee, St. George and Sunflower.
- Rewards are given for positive attitudes and behaviours: courtesy slips, house points and good walking tokens.
- High levels of mutual respect are developed through relationships between staff and pupils.

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults.

Date Written: February 2018

Review Date: February 2020

Date Ratified:

Signature: _____ (Chair of LPS
Governing Body)

ANTI-BULLYING POLICY FOR SCHOOLS

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our school community so they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all people should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Types of bullying

Is it bullying?

When someone says or does something *unintentionally* hurtful and they do it once, that is **rude** but not bullying.

When someone says or does something *intentionally* hurtful and they do it once, that is **mean** but not bullying.

When someone says or does something *intentionally* hurtful and they *keep doing it*-even when you tell them to stop or show them that you are upset, that is bullying.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts or name calling, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of gender identity and sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported or when reporting it themselves.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, parents and staff should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child or adult may indicate by signs or behaviour that he or she is being bullied. All members of the school community should be aware of these possible signs and that they should investigate if:

- A child is frightened of walking to or from school
- A child wants to be driven to school rather than walking
- A child or adult changes their usual routine
- A child or adult is unwilling to attend school (school phobic)
- A child or adult begins to truant / show greater absence rates
- A child or adult becomes withdrawn anxious, or lacking in confidence
- A child or adult starts stammering
- A child or adult attempts or threatens suicide or runs away
- A child or adult becomes overly emotional ,cries themselves to sleep at night or has nightmares
- A child or adult feels ill in the morning
- A child or adult begins to do poorly in school/ work
- A child comes home with clothes torn or books damaged
- A child has possessions which are damaged or 'go missing'
- A child asks for money or starts stealing money (to pay bully)
- A child or adult has dinner or other monies continually 'lost'
- A child or adult has unexplained cuts or bruises
- A child comes home hungry (money / lunch has been stolen)
- A child or adult becomes aggressive, disruptive or unreasonable
- A child or adult is bullying other children, siblings or colleagues
- A child or adult stops eating
- A child or adult is frightened to say what's wrong
- A child or adult gives improbable excuses for any of the above
- A child or adult is afraid to use the internet or mobile phone
- A child or adult 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

Procedures

1. Report bullying incidents to another adult or the complainant should make it clear to the person causing offence that they object to the behaviour and ask them to stop (a note should be made to record what happened and when).
2. In some cases of bullying, the incidents will be recorded by staff for the child. If staff are being bullied they can complete form H2 from the Harassment Procedure. This will lead to a mediation meeting and a behaviour contract being drawn up by a third party.
3. In serious cases or with repeated behaviour parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, incidents will be reported to the police.
5. The bullying behaviour or threats of bullying must be investigated using the mediation meeting, school behaviour policy or form H1 from the Harassment Procedure and the bullying stopped quickly.
6. Use of Learning Mentors will be made to help the bully (bullies) change their behaviour.

Outcomes

These will always follow the behaviour thermometer:

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension, exclusion or disciplinary action will be considered.
- 3) If possible, the people involved will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5) The underlying issues for the bullying will be investigated and strategies put in place to resolve them.
- 6) All incidents of bullying will be recorded in the Longfield Primary School Incident Log which is kept in the Deputy or Head Teachers' office.

Prevention

Above all we are a telling school. We encourage pupils to tell an adult about any concerns they may have regarding themselves or their peers. As a school we provide a number of different opportunities for pupils to be able to tell an adult such as Learning Mentors, peer mentors, conflict resolution strategies and peer support, think books, Tootoot <https://makeanoise.info/>, school council, pupil forum and the use of playground buddies.

Pupils participate in 'Keeping Safe' activities which include bullying - how to recognise it, prevent it and react to it.

We also use KIDSCAPE methods for helping children to prevent bullying <https://www.kidscape.org.uk/>

As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- following the Harassment procedure when staff report bullying via the H2 form including the completion of form H1

Learning mentors

Learning mentors work with pupils who have emotional barriers to learning; some of these emotional barriers can be loss and bereavement, anxiety and friendship issues. Mediating between pupils who are experiencing difficulties can be a big prevention in bullying by stopping issues before they escalate and teaching pupils appropriate strategies to deal with their emotions. Learning Mentors also play an important role in resolving conflict as it arises, talking through the issue, completing 1:1 or group sessions with specific children and monitoring the situation.

Child protection

Child protection can play a large part in the prevention of bullying. As the pupils in school are taught to tolerate difference and diversity, the likelihood of hate based bullying such as racism, sexism and disability or homophobia becomes less likely. Some instances of bullying, such as cyber bullying involving social media, often takes place outside of school.

In some cases of hate based or cyber bullying, this can move into the area of child protection and outside agencies such as the police or children's services may need to be involved as part of the schools investigations and findings.

Any covert recordings made by any parties during the stages of the policy referred to below will be considered to have breached the complaints policy and those doing so will be subject to disciplinary procedures. Only in exceptional circumstances, and with the written agreement of all parties in advance, will covert audio and/or visual recordings of any meetings or discussions be permitted. Those agreeing to such action will need to assess the effect that such action could have on the willingness of those involved to fully participate.

HELP ORGANISATIONS / OTHER REFERENCE:

Kidscape	www.kidscape.org.uk
Make a Noise / Tootoot	https://makeanoise.info
Advisory Centre for Education (ACE)	http://www.ace-ed.org.uk
Children's Legal Centre	http://www.childrenslegalcentre.com
KIDSCAPE Parents Helpline	020 7823 5430 (Mon-Tues, 10am-5pm)
Family Lives (formerly Parentline)	https://www.familylives.org.uk
Youth Access	http://www.youthaccess.org.uk
Bullying Online	http://bullyonline.org/index.php
Longfield Primary School	Harassment Procedure
Longfield Primary School	e-safety Policy
Childline	www.childline.org.uk 0800 1111
NSPCC	https://www.nspcc.org.uk/preventing-abuse/keeping-children-
safe/underwear-rule	

HARASSMENT MONITORING FORM H1 (to be completed by manager regardless of outcome)

<p>PERSONAL DETAILS (COMPLAINANT) Name: Ethnicity: Gender: Job Title: Pay Band: Disability: Yes/No Workplace:</p>	<p>PERSON PERCEIVED AS CAUSING OFFENCE Name: Ethnicity: Gender: Job Title: Pay Band: Disability: Yes/No Workplace:</p>
<p>WITNESS Name: Ethnicity: Gender:</p>	<p>TIME OF INCIDENT Date: Location:</p>
<p>SUPPORT (Indicate the support offered to the complainant. Specify when this was made available)</p>	
<p>DATE INCIDENT REPORTED</p>	<p>DATE FACT FINDING EXERCISE COMPLETED</p>
<p>WHAT HAPPENED (Details of the information gathered, including the nature of the harassment complained about)</p>	
<p>ACTION AGREED</p>	<p>REVIEW DATE</p>
	<p>WAS COMPLAINT RESOLVED?</p>
<p>SIGNED</p>	<p>DATE FORM COMPLETED</p>

HARASSMENT MONITORING FORM H2 (to be completed by the complainant)

<p>PERSONAL DETAILS (COMPLAINANT)</p> <p>Name:</p> <p>Ethnicity:</p> <p>Gender:</p> <p>Job Title:</p> <p>Pay Band:</p> <p>Disability: Yes/No</p> <p>Workplace:</p>	<p>WHO WAS THE PERSON WHO CAUSED OFFENCE?</p> <p>Name:</p> <p>Ethnicity:</p> <p>Gender:</p> <p>Job Title:</p> <p>Pay Band:</p> <p>Disability: Yes/No</p> <p>Workplace:</p>
<p>WAS THERE ANYONE ELSE AROUND WHO SAW WHAT HAPPENED?</p> <p>Name:</p> <p>Ethnicity:</p> <p>Gender:</p> <p>Disability: Yes/No</p> <p>Workplace:</p>	<p>WHEN DID IT HAPPEN?</p> <p>Date:</p> <p>Time:</p> <p>Location:</p>
<p>WHAT HAPPENED (Give brief account of the incident, including any relevant events leading up to the incident, explain why you found the action/behaviour offensive and how it made you feel at the time.)</p>	
<p>HOW WOULD YOU LIKE THIS MATTER TO BE RESOLVED?</p>	
<p>WHAT ARE YOU PREPARED TO DO TO RESOLVE THIS MATTER?</p>	
<p>SIGNED</p>	<p>DATE FORM COMPLETED</p>