



Longford Primary Academy

Member of staff responsible: Mrs S Bedworth

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ANTI-BULLYING POLICY

Longford Primary Academy's overall ethos or aim is to empower children to be 'Creative, Caring and Confident'.

- We are curious, take risks, adapt our skills and knowledge to succeed in our learning.
- We show kindness and concern for each other, take pride in ourselves and everything we do.
- We ask questions and readily take on challenges.

At Longford we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

DEFINITION OF BULLYING

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (eg being ignored or not spoken to). It may also involve the use of new technology such as mobile phones and e-mail.

Longford Primary Academy's definition of bullying is..... 'the wilful, conscious desire to hurt, threaten, or frighten someone else.' It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or use of any violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focussing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - misuse of email and internet chat rooms, threats by mobile text messaging or calls, misuse of camera and video technology



Longford Primary Academy

AIMS

- To provide a safe, caring environment for the whole school community, especially the children in our care
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with records kept of incidents reports and complaints.
- To take appropriate action, including exclusion in persistent cases.
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, and be aware of the school policy.

STATUTORY REQUIREMENTS

It is a government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: Effective Action in Secondary Schools* which was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence*, and *Bullying - A Charter for Action*. This policy reflects that guidance.

SPECIAL EDUCATIONAL NEEDS

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. Staff will be proactive in ensuring that these children are not bullied and that other children are understanding and accepting of their needs and difficulties. Issues pertaining to a child's academic progress, attainment, social/emotional needs, or family circumstances should be dealt with sensitively and discretely. Comments should not be made about a child's appearance or perceived character. Gifted and talented pupils can also be affected by bullying and this should be treated as seriously as any other type of bullying. Achievement/effort should always be recognised, although this can be individual acknowledgement in a non-public arena, and pupils should be praised for their work, contributions and conduct.



Longford Primary Academy

THE ROLE OF GOVERNORS

The governing body supports the Principal in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at Longford, and any incidents of bullying that do occur will be taken seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying.

A parent who is dissatisfied with the way in which the school has dealt with a bullying incident can ask the chair of governors to look into the matter. In this case the governors will ask the Head Teacher to conduct an investigation and report back to the governing body.

THE ROLE OF THE PRINCIPAL

It is the responsibility of the Principal to implement the school anti-bullying policy and to ensure that all members of staff are aware of the policy and know how to identify and deal with incidents of bullying. The Principal will keep a record of any incidents of bullying and report to the governing body about the effectiveness of the anti-bullying policy.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable at Longford. The Principal sets the school climate of mutual support, kindness and concern for one another and praise for success, so making bullying less likely. Posters containing anti-bullying messages and information on where to get help will be displayed around the school building.

THE ROLE OF THE TEACHER

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Class and Whole School assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Anti-bullying week is a feature of the school year, and the children's views on bullying and anti-bullying measures are collected on an annual basis. Issues of bullying are discussed in class through PSHE.



Longford Primary Academy

PROCEDURES FOR DEALING WITH BULLYING

- Discuss the nature of the bullying with the 'victim' at length, recording all the facts.
- Identify the bully/bullies and any witnesses.
- Interview witnesses.
- Discuss the incident(s) with the alleged bully/bullies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that it is only an investigation at this point.
- If the bully owns up, make it understood that bullying is not acceptable, and what affect it has on the wellbeing and education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Hold separate discussions with parents of bully and victim.
- Record information on CPOMS
- Provide a Pastoral Support Programme for the victim (if needed)
- Sanctions for the bully include:-
 - Speak to child and parents
 - Loss of break times for a fixed period of time
 - Lunchtime exclusion for fixed period
 - Exclusion from school for fixed period of time
- Provide a Pastoral Support Programme for the bully. This may include a Behaviour Support Programme

DISCIPLINARY STEPS

- First incident: Log incident on CPOMS, teacher to warn bully to stop bullying, Red Card to be given and Class teacher to inform parents.
- Second incident: Log incident on CPOMS, Red Card given, SLT phase lead informed and Class Teacher or Phase Lead to inform parents
- Third incident: Log incident on CPOMS, Red Card given, inform the bullies parents/carers with Principal/Deputy present.
- Fourth incident: Log incident on CPOMS, Red Card given. Fixed term exclusion. Exclusion period to be determined by the Principal.



Longford Primary Academy

BULLYING OFF THE SCHOOL PREMISES

Longford Primary Academy is not directly responsible for bullying off the school premises; however if incidents occur on the way to or from school and both the victim and bully are from Longford action will be taken as if the incident had occurred within the school, and this includes informing parents.

Longford Primary Academy will, where possible support pupils who have been bullied by pupils from another school; by talking to the pupils and parents, talking to the Head Teacher of the other school, and talking to the Police and Street Wardens about problems on local streets.

CONCLUSION:

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

Teaching and Learning Policy

Behaviour Policy

Special Educational Needs Policy

PSHE Policy


RSE Policy

Health and Safety Policy

Safeguarding Policy

Authorised by:


Chair of governors


Acting Principal



Longford Primary Academy

APPENDICES

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, and adults should be aware of these possible signs.

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to attend school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or possessions damaged
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Gives improbable excuses



Longford Primary Academy

HELP ORGANISATIONS

- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline 08451 205 204
- Parentline Plus 0808 800 2222
- Anti-Bullying Alliance www.anti-bullyingalliance.org.uk
- Youngminds www.youngminds.org.uk
- Bullying Online www.bullying.co.uk
- NSPCC www.nspcc.org.uk
- Kidscape www.kidscape.org.uk



Longford Primary Academy

LONGFORD PRIMARY ACADEMY CHILD FRIENDLY INFORMATION

WHAT IS BULLYING?

Bullying can be

- **PHYSICAL** - this could include being punched, kicked, hit, spat at
- **VERBAL**- it could include name calling which might be directed towards; gender, ethnic origin, race, physical disability, social disability, personality etc
- **EXCLUSION** - such as deliberately leaving someone out of discussions/activities in order to hurt their feelings
- **DAMAGE TO PROPERTY OR THEFT**- this could include having property damaged or stolen. Threats may be used by the bully in order that property is handed over to them
- **CYBER** - this could include misuse of the internet in any form eg email, social media

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Don't be silent!

- Tell yourself that you do not deserve to be bullied and that it is **WRONG!**
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout “NO” and walk confidently away. Go straight to a teacher or member of staff.
- Don't fight back it may make things worse – it is much better to talk to a teacher or parent/carer straight away

Teachers will take you seriously and will deal with the bullies in a way that will end the bullying and will not make it worse.

IF YOU KNOW SOMEONE IS BEING BULLIED

- **TAKE ACTION** – watching and doing nothing looks as if you are on the side of the bully. It makes the person being bullied feel more unhappy and on their own.



Longford Primary Academy

- If you feel you cannot get involved – tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with a bully