



Long Lane Primary School Anti-bullying Policy

Date	Description
July 2024	Agreed by Full Governing Body

Review Schedule	Two Years
Next Review	July 2026

Aims

The school aims are to establish an ethos where pupils are encouraged to develop, regardless of their race, sex, or special educational needs:

- self-discipline through praise and rewards
- respect for others, both pupils and adults
- respect for and ownership of their environment.

Responsibility

The Headteacher will:

- be responsible for the implementation and day-to-day management of the policy and the procedures.
- in consultation with the staff, undertake systematic monitoring and conduct regular reviews of the anti-bullying policy and procedures to evaluate them, to ensure that the operation is effective, fair, and consistent.
- in conjunction with Senior Leaders, investigate and follow up on any incidents of bullying reported.
- keep a record of reported incidents.

All Staff will:

- be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- be responsible for creating a high-quality learning environment where high standards of behaviour are expected, acknowledged, and rewarded.

The Governing Board will:

- review this policy annually, to ensure its continuing appropriateness and effectiveness.
- monitor incidents termly through the Headteacher's report to Governors at Full Governing Board meetings.
- support the school in maintaining high standards of behaviour and dealing with any incidents of bullying

Parents and Carers will:

- be encouraged to take responsibility for the behaviour of their child both inside and outside the school.
- be encouraged to work in partnership with the school in maintaining high standards of behavior.

Policy Statement

Through the implementation of our policy, we aim to prevent bullying by:

1. promoting prosocial behaviour
2. providing a successful system for dealing with incidents as they occur
3. working closely with families
4. promoting the core values of co-operation, citizenship, equality, care of others, sense of community, respect, and social responsibility through the curriculum, (e.g., PSHE and Citizenship) and through pastoral contact (the 'hidden' curriculum).
5. modelling of the core school values by all adults in school
6. placing an emphasis on ensuring the emotional well-being of all pupils, developing their social skills and self-esteem, and making pupils feel safe, valued, confident and listened to
7. counselling victims and bullies
8. carrying out regular risk assessments of times, places and circumstances in which children may be vulnerable and bullying (child on child abuse) is most likely to occur and take appropriate action.

Guidance and Procedures

All staff and associated stakeholders should familiarise themselves with the attached document entitled 'Anti-bullying Guidance and Procedures.'

Anti-bullying Guidance and Procedures Reviewed July 2024

A definition of bullying

Bullying is defined by the DfE as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally,” and by the Anti-Bullying Alliance as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

Bullying behaviour includes the following elements:

- not a one-off event but **sustained, persistent over time**
- not accidental, not a bit of fun, not just playful but, **a deliberate, intention or desire to inflict hurt, distress, or humiliation; to intimidate, to threaten or frighten someone repeatedly over a period of time.**
- **cumulative**, builds up with experience of success and status, may influence others to join in, may escalate
- in adults **abuse of power**, in children **enjoyment of power.**

The nature of bullying behaviour

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

Bullying is a type of behaviour which needs to be defined by the impact on the victim rather than the intention of the perpetrator.

Bullying can occur in any of the following ways:

- **Physical;**
includes hitting, kicking and all forms of physical violence, taking belongings, damaging belongings, extortion
- **verbal/mental**
includes nasty teasing, name calling, making offensive remarks, threats
- **indirect/mental**
includes spreading nasty stories/rumours, social exclusion, the look, the whisper behind the hand, scorn, and derision.
- **Cyber bullying/online bullying**
includes the use of Information Communications Technology, particularly mobile phones, and the internet, to deliberately achieve any of the above.

The victim

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes depression and self-harm.

Children are often held back from telling anyone about their experience either by threats, a feeling that nothing can change their situation, that they may be partly to blame for the situation or that they should be able to deal with it themselves.

The bully

Children, who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous, or lacking in confidence.

Work with children who bully should recognise that they are likely to have significant needs themselves.

Indicators

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. Children may also choose to avoid locations and events which they had previously enjoyed - changes in attitude towards activities which were previously enjoyed are particularly significant.

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route;
- Feeling ill in the mornings;
- Beginning truanting;
- Beginning to perform poorly in their school work;
- Coming home regularly with clothes or books destroyed;
- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;
- Attempting or threatening suicide;
- Crying themselves to sleep, having nightmares;
- Having their possessions go missing;
- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;
- Refusing to talk about what is wrong;
- Having unexplained bruises, cuts, scratches;
- Beginning to bully other children/siblings;
- Becoming aggressive and unreasonable.

Responsive action to bullying:

In the event of bullying concerns, all parties will be interviewed separately including any witnesses to ensure both sides versions of events can be recorded without bias or influence.

- Reflective and restorative conversations with all staff and children involved in an incident(s) as soon as possible
- clear acknowledgement of the behaviour
- listen to all versions of the incident(s) without bias
- record incidents, points for action, without influence or opinion, etc.
- meet/phone parents of children involved as appropriate to discuss a plan of action
- discussion using the 'roadmap reflection' or 'conflict resolution conversations' and the Therapeutic Toolkit (adult and child version) – get participants to think about their behaviour – open questions
- offer mediation, reparation, restorative justice
- focus on positive solutions
- discuss ways to respond in the future, work on changing behaviour and the perceptions of behaviour ('just a bit of fun,' 'only joking' etc.)
- consider appropriate consequences (protective / educational)
- ensure consistency – clear lines of reporting (Team Leader, Deputy, Head etc.)
- consider involvement of other pupils to support
- consider involvement of parents in positive problem-solving, changing behaviour.

Pupil involvement in the anti-bullying policy

It is important that incidents are dealt with at an early stage and that children are taught how to call out bullying (being an upstander) and also are able to describe the difference between conflict and bullying (child on child abuse), so that children know that the school is concerned about bullying. Children need to know that they should speak out by telling a member of staff, or their parents and understand how to get help and how the school keeps them safe. Therefore, we aim to:

- raise awareness through the curriculum
- put positive messages across in assemblies, PSHE, dramas and role play
- give children opportunities to talk about bullying – through stories, debates and discussion
- establish good relationships with parents and pupils (making them feel safe) and encourage them to discuss any concerns they may have regarding bullying
- allow opportunities for all children to develop their sense of self-esteem and positive behaviour patterns.
- Support children with changing negative behaviour by supporting underlying feelings to create pro-social behaviour.

Further Information

STATUTORY

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the entire range of bullying issues (<http://www.anti-bullyingalliance.org.uk/>)

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals, and parents about different types of bullying and how to tackle it.

Linked Policies

[Behaviour Policy October 23.docx](#)
[behaviour flowchart.pptx](#)