ANTI-BULLYING POLICY

Longford Park School

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Longford Park School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values. This policy is underpinned by the promotion of the following Articles from the United Nations Convention for the Rights of the Child:

Article 3: Everyone who works with children should always do what is best for each child
Article 12: Your right to say what you think should happen and be listened to.
Article 14: Your right to follow your own religion.
Article 16: Your right to have privacy.
Article 19: You should not be harmed and should be looked after and kept safe.
Article 22: Refugee children have the same rights as children born in the UK
Article 23: Your right to special care and support if you are disabled so that you can lead a full and independent life.
Article 28: Your right to learn and to go to school.
Article 29: Your right to become the best that you can be.
Article 30: Your right to use your own language.
Article 31: Your right to relax and play.

Bullying has a negative effect on a child’s learning and as a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our rights respecting school fosters high expectations of behaviour and we will actively support and challenge unacceptable behaviours in line with our behaviour policy.

Bullied children lose confidence and develop feelings of inadequacy, unworthiness and low self-esteem. By developing good relationship skills, young people can avoid using bullying behaviour or falling victim to bullying. They can also learn how to make and sustain good personal relationships.

This policy sets out how we work together with parents, the children and all school staff in order that everyone is safe, feels valued and are able to learn.

1. Aims

The aims of Longford Park School in formulating this statement are:
♦ To recognise, reduce and wherever possible, eradicate instances in which pupils or staff are bullied in any form.
♦ To establish appropriate means of dealing with incidents.
♦ To raise awareness of the key issues through the curriculum.
♦ To ensure that pupils and staff are aware of policy and procedure.

2. Definitions

Bullying - a definition

There is no legal definition of bullying, however, within Longford Park School it is useful to think of it as something which happens in the context of a relationship. It involves some form of hurtful abuse of power.
It can be carried out by an individual or group, usually repeated over time such that the individual or group is hurt either physically or emotionally.

At Longford Park this is considered to be behaviours that are hurtful and happen repeatedly and on purpose.

Types of bullying

| Verbal       | name calling or making abusive comments this also includes spreading rumours swearing  
|             | Mother-cussing’ which is when children make derogatory remarks about each others’ mothers, often implying prostitution or obesity or being racist in undertone. This can be stylised down to saying ‘M’ and can be seen as an enormous provocation by some children. |
| Social      | ignoring or excluding another person, following someone or menacing stares  |
| Material    | possessions are stolen or damaged or extortion takes place  
|             | wilful destruction of someone else’s work or property  |
| Mental      | pressure to conform to do or say something to another ‘rubbishing’ other children’s work.  |
| Physical    | pushing, kicking, biting, hitting, punching or any use of violence  |
| Racial      | racial taunts, graffiti, gestures  |
| Sexual      | unwanted physical contact or sexually abusive comments  |
| Homophobic  | focusing on the issue of sexuality through comments, gestures  |
| Cyber       | All areas of the internet , such as email and internet chat eg Twitter, Facebook , Instagram, Snapchat misuse and intending to hurt someone’s feelings  |
| Mobile      | threats by text messaging and calls, sharing of photographs in order to upset and /or threaten  |
| Other technology | Camera and video facilities, I-pad, games consoles being used in a way to exclude, isolate or harm others.  |

Bullying may be related to:
- Race
- Gender
- Religion
- Culture
• Special Educational Needs or disability
• Appearance or health condition
• Home circumstances, including Young Carers and poverty
• Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims
Bullying takes place where there is an imbalance of power of one person or persons over another.
This can be achieved by:
• The size of the individual,
• The strength of the individual
• The threatening behaviour and/or language used
• The numbers or group size involved
• Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

What will school do? How will we work together?

Bullying behaviour will not be tolerated within Longford Park

We are committed to reducing the incidence and effect of bullying behaviour using the following key principles:
We will
• promote an ethos which places an emphasis on respecting, valuing and caring for self and others through the Unicef rights of the child
• the PSE (Personal, Social and Emotional) curriculum will develop and promote resilience, tolerance and value for the uniqueness of each individual so that difference is celebrated
• ensure that staff, pupils and parents understand and are aware of the requirements of the policy and that its terms and implications are discussed on a regular basis together with the behaviour policy
• take seriously any report or allegation of bullying behaviour,
• ensure that bullying will not be hidden and will be dealt with in an open and transparent way
• any reports of bullying are logged and Governors informed,
• investigate and take appropriate action this is usually with the class teacher and a senior leader within school
• ensure that any investigation will take full account of the stage of development and age of both the victim and perpetrator and will consider the fact that as children grow and learn about friendships, they can sometimes, unwittingly make mistakes or not understand the full impact of unkindness
• ensure that victims receive appropriate support and protection from further abuse,
• help children who bully to understand the impact of their behaviour and support them as they change that behaviour, include bullying as a theme in the Personal, Social and Emotional (PSE) curriculum
• Self esteem will be addressed as part of the curriculum alongside issues of assertiveness, resilience and tolerance
• monitor the effectiveness of the PSE curriculum
• keep an open line of communication with parents
• ensure that Lunchtime activities on offer enable children to feel able to talk to a range of adults and peers they trust in a range of situations in which they feel comfortable

Staff
• members of staff are responsible for first line guidance and should monitor for signs of distress in the children in their care
• members of staff should help pupils to develop good relationships through the implemented PSE scheme and wellbeing initiatives within school eg Lego therapy, Mentor
• all bullying incidents must be reported and recorded on CPOMs, these incidents will be included in the Headteacher’s report to Governors,
• members of staff should learn to recognise pupils who are being bullied (or who may bully others) but who may not report or recognise it ie children with SEND, those with an emotional difficulty or other health needs
• members of staff must counsel the perpetrator as well as the bullied victim
• the behaviour policy promotes positive rewards for good behaviour
• wherever possible, the pupils will be reconciled within school as soon as possible.

Pupils
Through P.S.E. and school assemblies it will be made clear to pupils that:
• bullying is unacceptable in Longford Park School and in life, wherever or whoever you are
• no pupil should endure bullying – they need to speak out
• bullying should be reported to any adult in the school they trust
• there is no such thing as an innocent bystander – all pupil’s will be taught that they need to speakout
• all bullying incidents will be reported to the Head Teacher

Parents should:
• watch for signs of distress in their children
• talk to their children about what is happening at school
• contact the school if they think that their child is being bullied
• advise their children to tell an adult if they witness an incident at school
• remind their children that they are special, important and valued

By encouraging positive attitudes and discussing bullying in general, with our pupils, we will endeavour to reduce or eliminate instances of bullying.

Please see appendix A for signs of bullying/ victims

3. What happens after an incident?

This may include Restorative Justice meetings, pro-active work undertaken during lessons, assemblies and circle time.
The process of dealing effectively with bullying behaviour includes the following sequence of events:

- Identifying the behaviour and investigating the incident fully so all versions of the events are clear and common ground established
- Perpetrators and those that have instigated the incident are spoken with and appropriate measures put in place to support and develop their understanding
- Supporting the victim

Developing understanding in the perpetrator can include:

- Time out
- Parent/ carer informed
- Written agreement/ plan
- Apology – make amends via restorative justice methods

Developing understanding and supporting the victim can include:

- Counselling in the form of discussions with staff
- Immediate attention from a responsible adult
- Express attitude of school towards such behaviour
- Actions to be taken are explained
- In serious cases, head or named person meets parents to explain action taken and discuss as appropriate.
- Access to curricular tools e.g.: PSHE, work on assertiveness, self esteem, development of resilience

4. Evaluation
In order to assess the effectiveness of the policy the following standards will be used as a means of measuring performance:

- Variations in the number of reported incidents over a given period.
- Bullying incidents are flagged up in school and recorded in CPOMs which members of staff record incidents of bullying and all action taken.
- SLT look at all incident logs and take appropriate actions
- Individual incident reports
- Any measurable improvement in behaviour of a particular identified group
Appendix A

Indication of those at risk from bullying may include:
- Lack of friends
- Isolation
- Poor communication and/or poor co-ordination
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour
- Chooses to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through Special Educational Needs or child protection issues.

Signs that may signify that a student is being bullied include:
- Being frightened of travelling to and from school
- Being unwilling to come to school
- Beginning to do poorly in school work
- Displaying personality changes
- Complaining of feeling unwell (frequently)
- Having unexplained bruises and injuries
- Having possessions destroyed or go missing
- Showing reluctance to go into the playground or school hall
- Refusing to say what is wrong, or giving improbable excuses to explain any of the above
- Meeting up with unlikely social groups or individuals.

Victim Behaviour

There are times when we will encounter youngsters who display victim behaviour. They may sometimes be described as ‘willing’ victims.

Strategies to manage this particular type of behaviour may include:
- Remove the victim from the scene as soon as possible
- Remind the pupil of the procedures that will now follow.
- Arrange for a quiet time to talk with the victim ASAP with a member of staff they trust
- Staff record the incident on CPOMs
- Enlist support from friends or other member of the class as appropriate
- Remind pupils of strategies learnt in class
- Arrange a follow up time to check with the victim, to monitor behaviour
- Ensure that the victim has access to a member of staff with whom they can discuss personal matters safely (not necessarily their class teacher)

If appropriate, arrange a meeting with the victim and bully, with teacher as co-coordinator.