Anti- Bullying Policy
Longman's Hill CP School

Date – February 17

Review due – February 18

Rationale

Everyone at Longman's Hill CP School has the right to feel welcome, secure and happy. This will ensure that pupils learn in a supportive, caring and safe environment without fear of discrimination or being bullied and that staff are able to work in a caring and safe environment. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Longman's Hill CP School.

Definitions of Bullying

We use the anti- bullying alliance definition of bullying:
"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."
We differentiate between bullying and other unkind behaviour by testing the behaviours against key criteria:
Is it hurtful?
Is it repetitive?
Is it intentional?
Does it involve an imbalance of power?
Bullying behaviours will meet all four of these.
The three main types of bullying are:
- Physical (eg hitting, kicking, theft)
- Verbal (eg name calling, racist or homophobic remarks, ridicule, threatening violence)
- Indirect (eg spreading rumours, excluding someone, cyber-bullying)

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone. There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. **Text messages** that are threatening or cause discomfort
2. **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls**: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails**: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chatroom bullying**: menacing or upsetting responses to children or young people when they are in a webbased chatroom
6. **Instant messaging** (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
7. **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

How is cyberbullying different?
Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:
- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies – age / size is not an issue
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'

Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.
Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Longman's Hill Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions. The school cannot deal with cyber-bullying incidents which take place out of school but will inform parents if it is appropriate. Mobile technology is not allowed to be brought to school by pupils- this includes mobile phones and i pads.

Actions to Tackle Bullying
Prevention is better than cure so at Longman's Hill we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum

whenever possible to reinforce the ethos and values of the school and help pupils to develop strategies to combat bullying-type behaviour. We will also hold at least one anti-bullying week each academic year, usually in November. The date for this event is set nationally.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. The Class teacher is responsible for reporting any incidents to the headteacher, once they have investigated themselves. Follow up will then be the responsibility of the class teacher with support from the Head/Deputy. If bullying includes racist or homophobic abuse then it should be reported to the Headteacher to be recorded in officially. Incidents of these kind must be reported to the LA, though individual pupil/ staff names are not shared.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. In many cases, children are unaware of the extent of the hurt caused through their actions. Where it is felt appropriate, both parties may be brought together with a mediator and asked to express their feelings (this will not be appropriate if any lingering resentment is obvious, or one party is unwilling). If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given and opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. It may be appropriate to ask the children involved to provide a simple written account, in their own words, of what took place.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Circle Time can be used as a vehicle for discussion. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. A buddy system or peer counselling may be established within the class, if appropriate to the needs of the child concerned and taking their age into account. The school can also place 'victims' on the Child Watch list which means that an extra eye will be kept on them during breaks and lunchtimes, for a fixed period of time usually one or two weeks.

Punitive measures will be used appropriately and may include:

- Official verbal or written warnings (staff)
- Missing breaks or lunchtimes
- Exclusion from certain areas of school or particular activities for a fixed period of time

In extreme cases, the headteacher may also consider:

- Internal exclusion
- External fixed term exclusion
- Permanent exclusion

Parental Involvement

The parents of bullies will be informed of any serious incident and asked to support strategies proposed to tackle the problem. The parents of victims will also be informed about any serious incident which takes place but will not be informed of how the problem is being specifically tackled; just that it will be taken seriously and dealt with by a member of SLT, usually the headteacher. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

Children are reminded through SEAL and PHSE to tell someone if they should ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we have and will call on outside resources such as Behaviour Support Service. This policy is seen as an integral part of our Behaviour and Discipline Policy.