



## **Anti-Bullying Policy**

**Date Passed to Governors:**

**January 2018**

**Date Approved by Governors:**

**February 2018**

**Date of Next Review:**

**September 2019**

## Mission Statement

Every pupil should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.

Providing safe and productive learning environments is essential in achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community

## The Latest DfE guidelines for behaviour and discipline in school is: Behaviour and Discipline in Schools (January 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

DfE advice on this subject is expressed within **Preventing and tackling bullying July 2017** – this link will take you to this guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Furthermore separate documents are available for staff

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

and parents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

The document defines bullying as:

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.*

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged. Those who watch and are aware of bullying are also damaged. The following policy is based upon four important points:

- We cannot always expect the students at our school to draw attention to bullying when it happens. The staff of the school - teaching and non-teaching - must accept responsibility and take steps to make sure they are aware of what is going on.
- It is up to all of the adults at our school to take bullying seriously and to do something about it.
- As adults, we must act as positive role models in the way we treat students and other adults.

- As students we must act as positive role models and treat each other with respect and be aware of the signs of bullying.

At Longfield Academy we believe that a student who is confident within their environment and free from intimidation and threats from others will thrive both academically and socially. We are not naive enough to think that we have no incidents of bullying within school however the following guidelines for all of us within the school will help ensure that any incidents are dealt with consistently and sensitively within a caring environment.

Positive outcomes rely on effective partnership and communication. Longfield Academy actively encourages stakeholders to discuss issues surrounding bullying and our approach to this area.

## **Prevention**

The document instructs us

*A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.*

At Longfield Academy these systems are clearly defined in our policies – see discipline policy

*This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.*

There are significant events in the school calendar which allow us to prevent all types of bullying (see British vales and Collective Worship Statement) including

- Behaviour Support and Mediation activities led by the Pastoral Team including a dedicated Behaviour Support & Welfare Teaching Assistant.
- SMSC and SEAL activities
- Our Mental Health Continuum of Need and LSCB Guidance including Mindfulness, Yoga and Community Safety Workshops
- Team and around the School and multi-agency approach
- Regular PHSE activities including assemblies
- Thought for the Day and PHSE activities

## **Intervention**

The document instructs us

*Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable*

*Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.*

At Longfield Academy we define this as any action during the school day, on any form of transport to and from school, on any educational visit or when under the direction of school staff, or still in school uniform in transit to their place of abode within a reasonable duration of time.

*The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour*

*could be criminal or poses a serious threat to a member of the public, the police should always be informed.*

We work in partnership with the Darlington CAP & MASH, Police Safeguarding, PSCO Support, and Darlington Borough Council Anti-Social Behaviour Officers

Many incidents of bullying can be dealt with effectively without the use of sanctions. However, the school will apply sanctions to protect the student/s who is / are the victim/s of persistent bullying. These sanctions might include:-

- Referral to the Pastoral Team
- Referral to Senior Leadership Team
- Formal warnings
- Contacting parents / carers
- Removal of privileges
- Internal Exclusion
- Pastoral Detentions, lunchtimes and evening
- External exclusion (fixed term and permanent)
- The support of appropriate external agencies.

### **Signs of Bullying**

The behaviour of children or young people is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a student's behaviour changes. There is a need to be alert to the possibility that bullying is occurring. There are some signs which need to be investigated sensitively.

The person may:-

- Become withdrawn, clingy, moody, aggressive, uncooperative
- Behave in immature ways, e.g. revert to tantrums
- Have sleep or appetite problems
- Have difficulty concentrating
- Show variation in academic performance
- Have cuts, bruises or aches and pains without adequate explanation
- Request extra money or start stealing
- Have clothes or possessions which are damaged or lost
- Complain of illness more frequently
- Become withdrawn and reluctant to engage with others socially
- Show a marked change in a well-established pattern or behaviour, e.g.
  - Loss of appetite in a previously favoured activity
  - Changing times of coming to and going from the house
  - A reluctance to leave the house
  - A request to change school
  - A refusal to return to a place, activity.

### **Guidelines for Staff**

All staff need to be aware of bullying issues. The school will take the following steps to ensure there is an awareness of bullying issues among the staff:-

- The Leadership Team to take responsibility for co-ordinating anti-bullying issues.
- Develop an anti-bullying policy after consulting students.
- Review the existing policy.

- Keep staff and students informed of development by posters, leaflets, noticeboards, assemblies, PSHE, Active Citizenship, and by our annual contributions to National Anti-Bullying week and Personal Safety week which occur in November each year.
- Specify those types of behaviour which are considered to be 'bullying'.
- Encourage co-operative behaviour.
- Reward non-aggressive behaviour.
- Provide support to victims of bullying.
- Deal sensitively - if appropriate - with those alleged to have bullied.
- Make it possible for students to voice their concerns, e.g. Prefect system / trusted adult / confidential conversation.
- Provide staff training about bullying.
- Supervise possible 'trouble spots' in the school.
- Adopt, where appropriate Local Authority guidance on anti-bullying practice
- Signpost students and their families to areas of further support for bullying issues

### **Staff Actions**

The following actions are appropriate for use with individuals who are bullied and those who are involved in bullying:-

- Ensure the immediate safety and well-being of the student (student/s may need to be separated from one another whilst investigations are ongoing )
- Respond calmly and consistently with respect to all parties
- Listen to the students involved sympathetically and take their concerns seriously.
- Ensure that the students clearly understand what action will be taken.
- Inform all parents / carers where appropriate.
- Consider a range of strategies to ensure that bullying does not occur again and action these (see sanctions)
- Record incident/s and action taken in the Bullying Register (kept in central administration office).
- Inform the student's (victim and alleged bully) Head of Year or Senior Teacher, through normal pastoral lines of communication.

### **Monitoring of bullying incidents**

At the end of each term the number and nature of bullying incidents in school will be analysed to determine if specific action is required in advance of an annual review. Any issues identified from this analysis and the strategies to be implemented to further resolve them will be published in the annual pastoral action plan.

Interventions are swift and recorded in centrally stored bullying logs and on the CPOMS system as and when this is appropriate. They are communicated to staff using a combination of vulnerable pupil confidential information and/or by daily digest as is appropriate. Ad hoc conversations may also take place with key staff, for example a specific class teacher or form tutor. ClassCharts software may also be deployed to look for patterns of positive and negative relationships between pupils in lessons.

### **Cyber bullying**

This section should be read in conjunction with Internet-safety policy

With the growth of social networking and the accessibility of communication technology bullying can occur at all times of the day and be prevalent in all areas of society.

This is a fast moving element of modern society and whilst jurisdiction for the policing and management of social media, text messaging and the internet as a whole lies outside of the school, we can signpost you towards support. We also ensure welfare and sanction packages for incidents which then result in actions inside the school day.

Our e-safety ambassadors are Mrs Amanda Payne and Mr Peter Haylock

Cyber bullying such as written threats via a social networking site, text or email do occur. However at Longfield Academy we actively ban the use of any mobile phone in school and students therefore should not have access to any social networking site whilst in school.

With any potential hate crime the Police are the ultimate body responsible for any action they deem appropriate, in terms of internet-safety behaviour this is partially devolved to other trusted organisations.

In terms of the risk of Child Sexual Exploitation, sexting, coercion or anything which you feel puts a young person at risk of being exploited via the Internet - this is the domain of CEOPS. We would strongly recommend that any pupil or parent who feels at risk in this regard contacts Safeguarding Team as we may need to make additional referrals to Darlington Children's Services.

Trolling, cyber-bullying and anything which makes young people feel afraid or upset is the domain of ChildLine and the Internet Watch Foundation. There is also a ChildLine chat room for impartial advice open to parents and children – we offer links to these websites

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during lunchtimes, when pupils are journeying to and from school, whilst pupils are in school uniform or wearing the school dress code, and while pupils are at an official school activity, or on an official school journey, visit or activity off the school site. This jurisdiction can also extend to situations where the event or actions cause the school to be held in disrepute.

Our e-safety ambassadors work with the Pastoral and Safeguarding Teams to ensure Internet-safety and cyber bullying concerns are given priority for positive outcome. There is an Internet-safety log which is analysed in line with other forms of bullying on a termly basis. Parents are informed by regular communication of the schools policy towards Internet-safety.

### **Further Guidance and Support Available to School**

In addition to the whole school procedures outlined above, Longfield Academy actively engages with the Darlington Safeguarding Unit and as a result follows specific guidance printed as a summary within this document (Tackling Bullying in Darlington) the full document can be viewed via the link below. This guidance is aimed at all settings and organisations that work with children, young people and their families.

[http://www.darlington.gov.uk/dar\\_public/documents/People/ChildrenFamiliesLearning/Safeguarding/Anti\\_Bullying\\_Guidance.pdf](http://www.darlington.gov.uk/dar_public/documents/People/ChildrenFamiliesLearning/Safeguarding/Anti_Bullying_Guidance.pdf)

### **Statement from the Board of Directors.**

Bullying is unacceptable and we support the Head of School in eradicating bullying from Longfield Academy. Bullying can happen in many ways and it is the duty of all adults in school to support all anti bullying measures. There is a comprehensive anti-bullying policy that sets out in detail all practices and procedures in place to meet all students' needs. The Board of Directors, in cooperation with the Head of School, will monitor the number of bullying incidents per academic year and support the implementation of any future area specific anti-bullying strategies.

## **Further sources of information associated with this policy**

Code of Conduct for School Staff  
Safeguarding Children Policy  
Self Injury and Related Issues Policy  
Safeguarding Policy  
SEN Policy  
Physical Intervention Policy  
ICT Policy for Staff and Students  
Single Equality Scheme