



WHOLE SCHOOL POLICY FOR ANTI-BULLYING

LONG STRATTON HIGH SCHOOL

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. All Staff have access to this policy in the main staff hand book. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction. All staff are requested to read this policy with care and adhere to it at all times to ensure children are safe.

This policy will be reviewed in full by the Local Governing Body every three years and a new copy is issued to staff. This policy was last reviewed and agreed by the Local Governing Body in February 2021. It is due for review in February 2024.

Signature

Headteacher

Date: February 2021

Signature

Chair of Local Governing Body

Date: February 2021



Achievement For All

Long Stratton High School

Anti – Bullying Policy

Achievement for All is the core value at Long Stratton High School. For everyone in this learning community to be able to achieve their maximum potential, every member of the Long Stratton High School community has the right to be free from the fear of bullying and should expect to be treated with respect.

Bullying behaviour, in all its forms, is unacceptable and will not be tolerated. It should always be reported and always acted upon.

- 1) The guiding principle is that any individual that feels bullied should be listened to and helped, in whatever ways the school can, to resolve the situation giving rise to these feelings.
- 2) The aim of this policy is to reduce to the minimum the instances of bullying, in all its forms, and to nurture an environment based on mutual respect and care for the welfare of each other.
- 3) When bullying behaviour does occur, anyone should be able to raise it and know that incidents will be dealt with promptly, efficiently, effectively and in accordance with this policy.
- 4) Our strategies for dealing with bullying fall into the following categories:
 - a. Raising the profile of anti-bullying
 - b. Creating a safe and secure environment
 - c. Include relationships and coping strategies within the curriculum
 - d. Establishing clear procedures
 - e. Reviewing and reporting on incidents
- 5) All individuals involved in a case of bullying behaviour will be supported in a non-judgemental way, and will be helped to change behaviours to be able to avoid reoccurrences.
- 6) This policy should be read in conjunction with the Anti-bullying procedures.



Achievement For All

Long Stratton High School

Anti – Bullying Procedures

These procedures should be read in conjunction with the Anti – Bullying Policy.

Aims and Objectives.

All Governors, teaching and support staff, students, and parents should understand what bullying is and the policy and procedures at Long Stratton High School.

Students, staff, parents and Governors should be confident that by sharing a bullying problem it will lead to a resolution of the problem and not create an even more threatening situation.

Members of our community should be empowered to identify, report and resolve situations involving bullying behaviour.

Our curriculum should enable students to build emotional resilience, empathy, self-esteem and value differences between people.

The procedures will be applied in a non-judgemental way and will support all parties involved, including parents, staff, those that have shown bullying behaviour and that have felt bullied.

Definition.

There is no legal definition of bullying. We choose to use the Norfolk County Council Anti-Bullying Strategy definition. Bullying is a **deliberately** hurtful act by an individual or group, usually **repeated over a period of time**. It involves an **imbalance of power** and use of intimidation and can affect a group or individual. Bullying isn't when young people of a similar age and size are in conflict without an imbalance of power. However, we do acknowledge that conflict can affect people, whether it fits the definition of bullying or not, and the school will endeavour to help resolve situations when individuals have been hurt – physically, emotionally, verbally or indirectly.

Bullying can be:

- a. Physical (pushing, kicking, hitting, punching or other violence)
- b. Emotional (unfriendly, excluding or tormenting)
- c. Verbal (name-calling, sarcasm, spreading rumours or teasing)
- d. Indirect (cyber and mobile - all areas of internet or electronic communication)

Or involve one of the nine characteristics protected by the Equality Act 2010, for example:

1. Racist (racist taunts, graffiti or gestures)
2. Sexual (unwanted physical contact or abusive comments)
3. Homophobic, Biphobic or Transphobic (HBT: focusing on issues of gender identity or sexuality)
4. Disablist (against people who are disabled in any way – visible or not)

Bullying behaviour can affect both students and staff. This procedure applies to the bullying of pupils by pupil and staff by pupils, inside and outside of school.

Allegations about the bullying of pupils by staff will be dealt with under the school's Safeguarding Policy. Other related policies and procedures include the Behaviour, E-safety, Safeguarding and Gender, Race and Disability policies.

Strategies for dealing with bullying behaviour

1) Raise the profile of anti-bullying

Long Stratton High School has invested in creating a group of Anti Bullying Ambassadors. We will continue to recruit and train students across year groups to spread the good work of this student group that provide peer-to-peer support. We take an active part in Anti Bullying Week each year, to reinforce the messages that we can beat bullying together. All staff actively challenging all homophobic, biphobic, transphobic, racist and disablist language and behaviour, and students are encouraged to do likewise. This has included the Stonewall campaigns "Some people are gay. Get over it", and "Be and Upstander not a Bystander" and the LGBT+ Diversity campaign "Just like Us".

2) Create a safe and secure environment

Any student should be confident that they can discuss their feelings of being bullied and expect to be listened to and helped to resolve the problems. Incidents should be reported immediately, and this message should be reiterated regularly by form tutors and in assemblies, including who to talk to and what to expect. Staff should treat students' feelings with respect and follow the procedures to help resolve the situation swiftly and positively. Students should be able to travel to and from school and move around the school, without fear of abuse, intimidation or bullying. We will continuously seek to make the school a physically and emotionally safe place.

3) Include relationships and coping strategies within the curriculum

The Life Skills curriculum across the whole school regularly revisits the themes of successful relationships, resolving relationship conflict and bullying. It is also important that bullying behaviour is seen as a whole-school priority and all staff and students are working towards minimising the incidents and effects of bullying and relationship conflict. It will also provide opportunities for students to develop emotional resilience, empathy, self-esteem and to value difference between people.

4) Establish clear procedures

i) Identifying and Reporting

All staff in school should be vigilant to the signs of bullying. These can include being unwilling or frightened to go to school or use the bus, becoming withdrawn or anxious, feigning illness, marks and grades dropping, asking for money to replace “lost” money, changing eating habits, becoming aggressive or displaying bullying behaviours, makes improbable excuses or has unexplained marks, bruises or injuries. All concerns about bullying, whether reported by students, parents or suspected by staff will be taken seriously, investigated thoroughly and appropriate action taken. Students are encouraged to talk to any member of staff they feel comfortable with or the Anti-Bullying Ambassadors. Staff who are bullied should talk to a colleague of their choice. There are also local and national support agencies, such as Childline, that can also offer advice and support. Parents should note that we can only address problems that we are aware of, so incidents should be reported as soon as possible to the school. Parents or carers trying to resolve bullying behaviours directly with pupils or their families can lead to problems escalating. Pupils who are found to be showing bullying behaviours towards others also need support and help to change their behaviour.

ii) Responding

The member of staff (or ABAs) that the bullying is reported to will deal with it immediately. The following steps will be taken:

- a) A clear statement will be taken by the member of staff (or ABAs) from the person reporting the bullying, preferably on a pro forma statement sheet, detailing when, where, who, what and witnesses.
- b) Further statements will be taken by either the initial member of staff, a member of the Pupil Development Team or ABAs, from those named as victims, perpetrators and witnesses.
- c) Depending on the information gathered, the situation can be addressed in a number of ways, depending on the needs of the individuals, severity of actions and whether it has happened before. The options include making those involved aware of the consequences of their actions and likely consequences if it continues, a meeting with all the people involved (this may be a formal or informal Restorative Justice (RJ) meeting) or separate RJ discussions with those involved. The problems and a way forward need to be identified, acknowledged and a strategy to move forward agreed. If there are to be consequences, they should follow the Behaviour Policy.
- d) The situation should be monitored by a named person, checking how the situation has changed with all parties at agreed dates in the future. This will usually be the Form Tutor, but may be another member of staff or the Pupil Development Team.
- e) The incident and actions should be fully recorded on CPOMS. If any consequences are applied, this should be recorded on Go4Schools. This is mandatory, as it allows for the reporting of bullying to the Local Governing Body.
- f) All paperwork should be scanned and uploaded to CPOMS then filled in the perpetrator’s pupil file.

- g) Parents of all victims and perpetrators should be contacted to keep them informed of the situation, outcome and agreed actions.

The procedures should be followed whenever the person reporting it perceives bullying behaviours to be taking place.

5) Review and report on incidents

All incidents of bullying or perceived bullying that are dealt with should be recorded CPOMS and any consequences on Go4Schools. Each case will be reviewed by the Deputy Head (Behaviour and Attendance). A summary will be presented to the Local Governing Body. If it is felt that an incident has not been handled according to this policy, or unsatisfactorily, please contact the Deputy Head (Pastoral and Attendance) or Head teacher.

Outcomes

Overall, the outcomes these procedures are aiming for reflect the policy and ethos of zero tolerance of bullying behaviour and acknowledge both perpetrator and victim need help and support, including help to recognise and take responsibility for their actions. Reconciliations and Restorative Justice should be encouraged wherever possible. Each case will be monitored and a summary will be reported to the Local Governing Body.

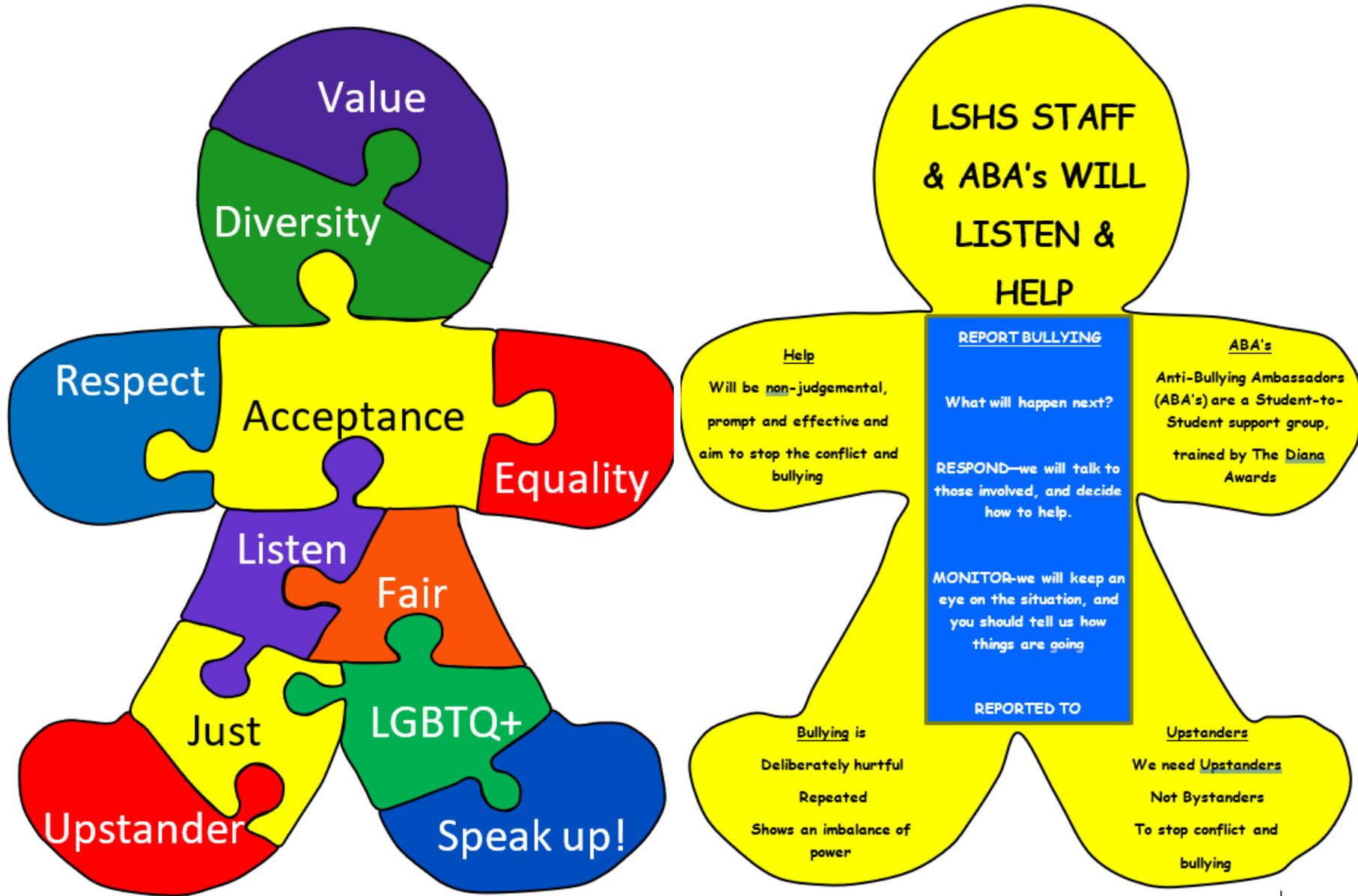
Consultation

This policy has been developed in consultation with pupils, parents and carers and school staff. This has included bullying specific questionnaires and discussion groups.

Pupil-friendly Anti-Bullying Policy and Procedures.

What follows is the “pupil-friendly” version of this policy and procedures. It aims to illustrate the key points of the policy in a way that can easily be understood by everyone and is displayed around the school.

LSHS Anti-Bullying Policy. LSHS has zero tolerance of bullying



For more detail, you can look at our website for the full policy.