

Anti Bullying Policy

Vision:	We collaborate, support and challenge each other in our endeavour to provide a world class education that allows our whole community to flourish.
Rationale:	To fulfil our statutory responsibility to respect the rights of all in our school community. To safeguard and promote the physical and emotional wellbeing of all of our stakeholders. Our policy and practice reflects all aspects of the 'Keeping children safe in education' (DfE Sept 2019) (Keeping Children Safe in Education 2020 – Draft)

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POLICY YET TO BE REVIEWED AND FORMALLY APPROVED BY THE STAMFORD PARK TRUST

1. Bullying : Our school's values and beliefs

At Longdendale High School, incidents of Bullying are rare.

"Most of the pupils that we spoke with said that they feel safe" (Ofsted 2020).

We believe that:

- Our ethos and school culture is based on all the core values of ASPIRE.
- All learners and staff have a right to feel happy, safe and included.
- Learners and staff have a right to work in an environment without harassment, intimidation or fear.
- All of the school community should demonstrate respect to each other and avoid using offensive and discriminatory language.
- Bullying behaviour harms people and their learning; it is unacceptable at Longdendale High School.
- It is our duty to support those who are bullied.
- We should offer support to the families of those that are bullied.
- To allow leaders to deal with bullying effectively we should provide professional development opportunities to school staff to support those that are bullied.
- Those who bully, will be supported to reflect upon their poor behaviour choices and how they might repair the damage they have caused.

Our Policy aims:

1. To fulfil our statutory responsibility to respect the rights of all in our school community, to safeguard and promote their wellbeing. Our policy and practice reflects all aspects of the **'Keeping children safe in education' (DfE Sept 2019.) Keeping Children Safe in Education 2020.**
2. To ensure there are clear channels established in school that allow learners and their families to report bullying concerns .
3. To create a climate where bullying is unacceptable so that :
 - a) Those who suffer bullying can 'tell'
 - b) Those who witness bullying will 'act', working well with staff to resolve any concerns.
4. To raise the profile of bullying, so that bullying is not hidden in any way.
5. To provide practical strategies for an effective response to any instance of bullying.
6. To support all members of our school community to learn and thrive in an environment that is safe and supportive, without discriminatory or offensive language.
7. To demonstrate to perpetrators that their behaviour is unacceptable and reassure victims and their families that action will be taken to keep them safe.

We Will :

- Always act in the best interests of young people, their safety is paramount.
- Be committed to providing a school ethos founded on integrity, equality, fairness and respect for others, in which individual differences are celebrated and seen as a source of enrichment.
- Work in partnership with relevant agencies.
- Ensure that all members of our community understand their responsibilities and are effectively trained to support the victims of bullying.

- Ensure that all bullying incidents are recorded, reported appropriately and dealt with effectively by leaders.

2. Definition of bullying

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Verbal bullying is the repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others e.g. using hurtful words, discriminatory or offensive language, swear words.

Indirect bullying is the repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, and cyberbullying.

Physical bullying is the repeated negative use of body contact to intentionally hurt others e.g. kicking, punching, slapping, inappropriate touching, and spitting.

Cyberbullying is the repeated negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Bullying is not:

Falling out with friends. A one off incident of peer conflict. A fight between learners or being excluded from a peer social event, on one occasion.

3. Creating an Anti-Bullying ASPIRE climate in school

Our ASPIRE values and Behaviour Policy aim to create a positive respectful climate, in which learners support each other's learning and where bullying is not accepted by anyone. All in our community are tolerant and respectful. All stakeholders avoid using offensive or discriminatory language.

What is available in school to support the learners?

We have year seven Transition Leaders who are trained in the Summer term of year seven, they visit Primary schools with our staff to explain what school life is like at Longdendale High School. The Team then attend the New intake evening for new Year 7 parents and learners to welcome them into the school. The Transition Leaders are available around school to assist the learners to have a successful transition and minimise any anxieties experienced at transition and beyond, such as being lost, having any friendship concerns, or general questions they'd rather ask another young person rather than staff. Learners can also send an E Mail to report any tension/bullying to the designated 'Safewatch' E mail address in school from their E mail address.

We have learner SMILE Teams from year eight and year nine, who are visible by their SMILE Team Yellow badges. The SMILE Teams can support learners by inviting them to lunch,

home learning club or someone to sit alongside on bus home. The Team are continually working to promote kindness and positivity across the school and are role models for their peers. The SMILE Team members encourage other learners to come and access support if they have any tension or conflict with or from others.

We have learner Diana Award Anti-Bullying Ambassadors from year ten, who are available to other learners to come and share any concerns about peer conflict or bullying. The Team receive training annually and there are updates throughout the year as appropriate. The Ambassadors are visible by their badges and are on duty in their Zone areas at break and lunchtime to support learners. Learners can also report any concerns by posting their concerns or worries in a box in the Learning Resource Centre. The Ambassadors produce a learner 'Anti-bullying Charter' in the Autumn term, which sets out clearly and simply learner-friendly guidance on how we work together to create a climate where bullying is unacceptable.

The Ambassadors have year round approach to raising the profile of the work they do, and to reaffirm zero tolerance to any conflict or bullying at Longdendale High School. The Ambassadors work alongside the staff to deal with any incident that may arise. Our Ambassadors promote their work through visibility and profile at year round events, that include Assemblies for all year groups, Open Evening, New Intake Y7 evening and opportunities to share their work with external visitors and events that promote kindness and celebrate difference, across the school community.

We also have Learner Equality Leaders who work across the school to promote celebration of diversity and to raise awareness through assemblies and events throughout the year.

All senior student leaders work collaboratively, with a shared purpose of Longdendale maintaining a learning environment that is safe, happy, and positive, by offering support and signposting to all other learners in the school.

If parents or carers feel that they want further discussion or advice on an incident they view to be bullying after having initial discussions and plans with Tutor and Learning Leader and feel the bullying is continuing despite this. Their concerns can be resolved by the Senior Link to each year group. The Senior Leader for Inclusion is available fortnightly for a parent/carer consultation and resolution meeting, where families can book an appointment between 5.30pm and 6.30pm.

All staff look for opportunities through the curriculum to:

- Raise awareness about anti-bullying and our policy.
- Increase understanding for all involved in bullying and maintain an anti-bullying ethos.
- Teach learners how to manage their interactions with others, constructively and safely.

Each year, the school takes part in the national 'Anti-Bullying Week' initiative. Anti-Bullying Week is an annual UK event held in the third week in November which aims to raise awareness of bullying of children and young people, in schools and elsewhere, and to highlight ways of preventing and responding to it. The website, the learner planner and noticeboards around school remind learners that bullying is not acceptable and advises them what to do if they are being bullied. Posters on display inform learners of sources of support, both in and out of school.

New families and learners are given information about our policy and practical advice on 'what to do' in any concerning situation through our website. The school planner gives guidance on what to do if they have concerns about emerging conflict or bullying. The staff team are proactively involved in ensuring incidents do not escalate to bullying – they also are skilled in 'conflict resolution'. All staff are regularly reminded of reporting procedures. Through the Life Skills and Character curriculum, specific assemblies and themed tutor group activities provide learning opportunities to inform about all aspects of anti bullying : including the definition of bullying, types of bullying and where to access support both in and out of school. The assemblies are an opportunity to highlight the importance of establishing and sustaining positive relationships.

4. Roles and Responsibilities

All members of our school community are expected to act in accordance with our Behaviour Policy and ASPIRE values. This sets out the care, consideration and respect with which we must all treat one another.

Role of learners:

Learners are expected to :

- Report all incidents and suspicions of bullying.
- Take action and report if they suspect or witness the bullying of others – bystanders are viewed as part of the incident.
- Support each other and seek help to ensure that everyone feels safe and that nobody feels excluded or unsafe in school.
- Encourage a climate of ASPIRE – where it's safe to tell.
- Engage with our Anti-Bullying Ambassadors and SMILE Teams, when they feel they would rather share concerns with their peers.

Role of staff :

If a learner comes to you and explains that they are being bullied we advise the following:

- **Thank them** - Affirm them for coming to talk to you and being brave to speak out about the bullying.
- **Explain** - Ask them to explain what's happened and ask if they know the time, date and location that the bullying took place and if they know the identity of the person/people doing the bullying.
- **Consult them** - Bullying can make young people feel ashamed and out of control of the situation. Explain to the learner what the next steps are. It is important that they have an understanding of this process.
- **Inform** - Let the child's parents know so they can keep an eye on them at home. Follow the reporting pathway in Appendix 1.

As staff we are expected to:

(a) Discourage bullying by promoting positive behaviour

- Treat young people, each other and families with all components of our ASPIRE values – modelling acceptable and appropriate behaviour (Cross reference with staff code of conduct and Safeguarding Policy).
- Act as role models of calm and reasonable behaviour.
- Work through any disagreements using established routes of communication.

(b) Be vigilant at all times

- Arrive on time for duties and remain alert throughout.
- Ensure whilst on duty you are 'active' not passive. Moving around the duty area, interacting with the learners.
- Scan the room regularly whilst teaching.
- Challenge and sanction name calling and any acts of unkindness.
- Notice and report to the form tutor learners who appear isolated.
- Notice and deal with any concerning behaviour at the changeover of lessons.

(c) Take bullying seriously

- Listen to learners who disclose bullying and act accordingly to the 'Pathway' **Appendix 1**
- Ensure action is taken in response to it according to the 'Pathway' – **Appendix 1**

Role of Parents and Carers

Young people feel they often have to deal with bullying alone, and your child may worry that telling you will make you angry or upset. It's important that you have the tools you need to keep your child safe, happy and free from bullying.

Your child will be concerned about your reaction, so try to stay calm and make sure you thank them for telling you. It is really important that you listen to what your child is telling you and observe their behaviour. Your child wants to know that you believe what they are saying and will support them through this tough time. If they are confiding in you it means that they are asking for help and support. It is important to talk to your child about how you can take action together to stop the bullying: ask them what they would like you to do. A good first step is to contact us at school and arrange a meeting with your child's form tutor.

We ask that our parents/carers work in partnership with school, taking responsibility for ensuring and encouraging safe use of the internet and appropriate use of social media out of school time. We would like to encourage families to communicate to us, any concerns they might have about their child or others.

Any incident is resolved more effectively if school is alerted quickly, so staff can action intervention. Partnership working with families is essential whether their child is a victim of bullying or a perpetrator. Families can also contact school by the Admin E mail

(admin@lhs.aspireplus.org.uk) to ask that their concerns are addressed and responded to as soon as possible.

The school takes every opportunity to explain to and inform families, of the need to use the appropriate definition and shared language when referring to 'Bullying' or 'Peer conflict'.

5. Dealing with bullying behaviour

Longdendale High School takes all forms of bullying seriously and takes appropriate action. The school will respond to bullying behaviour in a proportionate way – where sanctions are necessary, they will be applied consistently and fairly. Any Special Educational needs will also be taken into account when deciding proportionate actions or sanctions – refer to 'Pathway' (Appendix 1).

Unfortunately we are not able legally to share the sanction applied to the 'perpetrator' with the victim or their family. We recognise that this maybe frustrating. If you are unhappy with the way that school has resolved an incident, or feel that you would like to discuss things further, please do not hesitate to contact your childs Learning Leader (Head of Year). The Senior Leader for Inclusion is available fortnightly for a parent/carer consultation and resolution meeting, where families can book an appointment between 5.30pm and 6.30pm.

The school will offer support to both the victim and perpetrator of any bullying incident.

Victims of bullying will be monitored closely on return to school. The ASPIRE Centre may be used to support, daily monitoring to minimise any anxiety, Emotional support – counselling is also offered. Student Anti-Bullying Ambassadors or SMILE Team learners may be assigned to the learner to support their re-integration. The school will make regular contact with parent/carer during this fragile period of re-integration back into school. The learner will be fully supported through any restorative meetings, to reduce any anxieties. Where appropriate, the school may use the Safer School Partnership Community Police Officer to facilitate the restorative practice.

Staff will ensure that learners are made aware that, bullying is not acceptable and will not be tolerated. Learners will be sanctioned as appropriate, using the school behaviour policy tariff. (See Appendix 1)

Learners who have bullied others are taught strategies to bring about change to their unacceptable behaviour choices, to prevent any further incidents. The intervention usually involves partnership working with the Safer School Police Officer, who will visit the school to see the learner with one of the Safeguarding Officers. Restorative approaches are used at all levels of an incident.

Families are key stakeholders in the management of any bullying incident – they are kept up to date regularly and are invited to any appropriate meetings around the incident.

Approaches are adjusted and personalised to support vulnerable groups of learners and our learners with special educational needs and disabilities (SEND).

SEND means 'A child has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special education provision to be made for him/her. A child of compulsory school age has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools' – SEND Code of Practice.

6. Bullying away from the school site

- (a) "School staff are able to sanction learners for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off school premises, such as on school approach road or public transport on the journey to and from school."

Where bullying outside school is reported to staff, if it is reasonable for us to act, we will investigate and act. The Headteacher may also consider whether it is appropriate to notify the Police and work in partnership with them to resolve any concern. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police will always be informed (**DfE Preventing and tackling bullying July 2017**). Where possible we will always encourage the parents and carers to report the alleged incident to the police and not the school.

- (b) **Cyber bullying** (To be read in addition to the e-safety policy)

Cyberbullying involves bullying someone through a mobile phone, the internet or other online devices such as tablets. Some examples of cyberbullying may be sending nasty text messages, leaving mean comments on someone's photos, setting up hate groups and uploading photos without the person's permission which makes them feel upset or humiliated.

Learners

If this is happening to a young person they must be encouraged to:

- **Tell someone** - As with any type of bullying it so important that they don't suffer in silence and they tell someone about it straight away. Where possible this needs to be a parent or carer.
- **Report the person/group** - Cyberbullying is never acceptable and learners should report the content (pictures, text, group etc.) to someone they trust and to the social media site. All social networks such as Facebook, Twitter, ASKfm etc have report abuse buttons, as do most mobile phone networks who have teams to deal with abuse. Games consoles also have advice on their websites. Reporting is usually anonymous so the person will not know that you have reported the content.
- **Block the person/group** - Most social media sites will give people the option to block and report the person/group doing cyberbullying. When you block someone it usually means that the person/group will no longer be able to contact the victim or see any of their content.

- **Save the evidence** - It is really important that the victim saves or copies any of the cyberbullying such as texts or conversations they receive so they have evidence of the cyberbullying and can show it to the relevant people.
- **Not reply or answer back** - It may be very tempting to reply to the person or group but don't. Deal with the bully by blocking and reporting the abuse. It is sometimes hard not to write back, but it is always best not to retaliate. Sometimes the people bullying you are looking to get a reaction out of you and answering back can just make it worse.
- **Stay positive** - Although it may feel like the learner does not have control of the situation, you have.

How to stay safe on-line – Advice for learners:

1. Treat your password like your toothbrush - don't share it! Change your password regularly and don't have the same one for every account. This site tells you how long it would take for someone to crack your password: <https://howsecureismypassword.net/>
2. Take care with what you post - Don't post anything you wouldn't want your Grandma to see. You should always think twice about what you post online and who you share it with. Remember potential employers and teachers may be able to find what you post.
3. Take care when you share - Remember when you accept someone as your friend on instant messaging or social networks, they can access information and pictures you have posted so make sure you are happy for them to see this and you know and trust them. Check out the privacy settings which will allow you to choose the information you share with people, for example you can set your profile or data to private or only allow certain people to contact you and view particular information.
4. Google your name - Even if you don't admit it we've all done this once! Typing your social media usernames and your full name into Google is a really good way to check your privacy settings and check that strangers online and potential future employers, college or university admissions tutors can't view any of the content you've posted on social media.

Families – How you can help your child?

- **Reassure** - Reassure your child that they did the right thing in coming forward; young people's imaginations are prone to creating vivid 'worse-case scenarios' which can inhibit them from speaking out. The fact that they've come to you is a big step for them.
- **Listen** - Listen to what they have to say without voicing any judgement; it's important that they feel comfortable with you taking action and that they feel some degree of power over what's going on.
- **Avoid denying access if the bullying is taking place online** – Young people use technology every day for communicating with friends as well as learning and discovering. Taking it away from them can discourage them from speaking out in the future and from accessing external support. Instead encourage them to come to you if they see anything they're uncomfortable with and you can go through it together.

Bullying can make a child feel ashamed and scared, and they'll be most worried about how you'll react when they tell you. Try to stay calm, reassure them and ask questions about what your child wants you to do to help them. Go through the steps above.

If you need advice from school please contact us. If there is increased tension between your child and another learner or a group of learners, we need to know so as we can monitor the situation inside school and act accordingly.

7. Monitoring and evaluation

Incidents of bullying falling within the policy definition will be recorded. Incidents will be recorded according to classification of type of bullying: racist, sexist, sexual, disablist, homophobic, transgender.

Information to be shared at Governing Board meetings – numbers and types of any incidents

Senior staff and Governors will evaluate the effectiveness of the Anti-bullying policy and agree any adjustments that may be necessary to address any concerns. These will be shared with staff, families and learners.

Any incidents are reviewed at the weekly Inclusion Forum, by Senior Inclusion Leaders.

8. Links to other policies

- Safeguarding Policy
- Equalities scheme
- The E Safety Policy
- The Behaviour Policy

Appendix 1 - Peer Conflict or bullying incident reporting pathway for staff

Type of bullying / peer conflict: Physical, Verbal, Electronic, Written

Causes: Physical harm, fear of harm, damage to self esteem and confidence, damages to reputation, damage to property

Is this persistent?

If Yes :

Bullying Definition:

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

If No :

Follow the Behaviour Policy as single incident of Peer conflict. Support for learners on both sides. Sanction in place if appropriate. Inform parents. Record as a contact on PARS.

* Adjust Behaviour response for any SEND learner as appropriate

BULLYING INCIDENT: What should I do?

1. **Thank the learner** - Affirm them for coming to talk to you and being brave to speak out about the bullying.
2. **Explain** - Ask the learner to explain what's happened and ask if they know the time, date and location that the bullying took place and if they know the identity of the person/people doing the bullying.
3. **Consult them** - Bullying can make young people feel ashamed and out of control of the situation. Explain to the learner what the next steps are. It is important that they have an understanding of this process.
4. **Inform** - Let the child's parents know and inform them of your next steps and so they can keep an eye on them at home. Add as a contact on PARS.
5. **Refer** to Learning Leader, via Email, copying in the form tutor – enter on PARS/CURA Victim and Perpetrator
6. **Action** - Learning Leader to take action or Inclusion Response – Email Senior Leader Inclusion (JNo) then have consultation with JNo.
7. **Consult and liaise** with Senior Leader Inclusion (JNo) for any additional strategies if behaviour continues. JNo can facilitate further Conflict resolution, involving external agencies, Restorative Justice or further sanctions. Follow Behaviour Policy tariff as Bullying for sanction.