



Longshaw Junior School

Success for all - Nothing Less!



Anti- Bullying Policy

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Context

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy.

Longshaw Community Junior School believes that for the purpose of clarity it is better to include it in an anti-bullying policy that is separate to the behaviour policy but which cross refers to the behaviour policy if necessary. These measures must be communicated to all pupils, school staff and parents.

The head teacher must follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided. Pupils should be involved in both the drafting of their anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness. Involving pupils in this way is compatible with children and young people's rights to participate under Article 12 United Nations Convention on the Rights of the Child 1989.

Section 89 of the Education and Inspections Act 2006:
s89 Determination by head teacher of behaviour policy

(1) The head teacher of a relevant school must determine measures to be taken with a view to—

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6) The measures determined by the head teacher under subsection (1) must be publicised by him in the form of a written document as follows —

(a) must make the measures generally known within the school and to parents of registered pupils at the school, and

(b) must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Our Aims

At Longshaw Community Junior School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Roles and Responsibilities

The Headteacher

Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Anti –bullying Coordinators in our school is: Jonathan Berry and Jennifer Taylor

The anti-bullying coordinators will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education , health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should

be aware of these possible signs and that they should investigate if a child:
signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine☐ Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

Strategies for preventing bullying behaviour

Whole School Approach to Preventing Bullying Behaviour

- **Curriculum Integration:**
Issues surrounding friendships and bullying behaviour are taught through the Personal, Social, Health and Economic Education Curriculum and the Citizenship Curriculum. Children explore the ups and downs of relationships, including the positive aspects of friendships and the negative aspects of relational conflict.

- **Assemblies:**
Whole School Assemblies are used to discuss bullying and raise children's awareness of what bullying looks like and how they can respond.
- **Circle Time:**
These sessions provide opportunities for detailed discussions and role-play activities to explore the nature of bullying.
- **Class and School Councils:**
These forums allow children to discuss bullying issues and decide on ways to prevent it and support those affected.
- **Peer Supporters:**
Peer Supporters help students resolve friendship problems and low-level bullying behaviour without adult intervention.
- **Positive Play Leaders:**
These leaders help reduce potential conflict during breaktime and lunchtime.
- **School Values:**
Our School Values are upheld at all times. Staff monitor behaviour and intervene when it becomes inappropriate to prevent bullying from developing. Playground duty staff inform class teachers of any incidents.
- **Anti-Bullying Week Participation:**
The school participates in Anti-Bullying Week each year to reinforce awareness and strategies.
- **Parent Workshops:**
Workshops are held with parents to share anti-bullying strategies and policies.
- **Staff Training:**
Regular staff INSET sessions are conducted on anti-bullying strategies and safeguarding procedures.

Spiritual, Moral, Social & Cultural Development (SMSC)

Pupils' SMSC development will be supported through learning about bullying by ensuring they:

- **Respect each other**, including people from different religious, ethnic, and socio-economic backgrounds.
- **Recognise the difference between right and wrong.**
- **Understand the consequences of their actions.**
- **Understand the effects of their behaviour on others.**

Strategies for Responding to Bullying Behaviour

Where bullying does occur, it will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way to minimise bullying behaviour and its effects on the person being bullied. We also acknowledge that the person doing the

bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who may then contact the school
- Speaking to their School Council representative or a playground buddy
- Speaking to a trained ELSA within school

When Bullying is Known to Have Happened or is Ongoing

- The class tutor/teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed. This conversation will be recorded on CPOMS under the category of 'Bullying Incident'.
- The incident will then be discussed with the child engaging in bullying.
- Information will be gathered from witnesses.
- The Headteacher will be informed via CPOMS and will investigate further to determine whether the incident is bullying or another form of negative behaviour.

Sanctions (in line with the school's Behaviour Policy) may include:

- Official warnings or withdrawal of privileges
- Detention
- Involvement of the Neighbourhood Police Officer
- Exclusion from certain areas of the school
- Minor or major fixed-term exclusion
- Permanent exclusion
- Parents of those involved will be informed
- Records will be kept on students' files

If a child or group denies involvement, they will be monitored. The child being bullied may be asked to record and report further incidents.

This policy uses the terms "*the person bullying*" and "*the person being bullied*" to avoid negative labelling

Support

Victim

Support is essential both immediately and during a review period. This may include:

- Immediate opportunity to discuss the experience with a staff member of their choice
- Reassurance and continuous support
- Restoring self-esteem and confidence

Perpetrator(s)

Support is also provided to the perpetrator(s) to help change behaviour:

- Positive behaviour strategies
- Withdrawal of activities
- Mentoring or buddy systems
- Discussions about the effects of bullying
- Involvement of external agencies (e.g., Educational Psychologist, Behaviour Support Team)

Monitoring and Evaluation

- Data (e.g., questionnaires, incident logs) will be collected and analysed to inform planning
- Work samples (e.g., photos, evaluations, pupil self-assessments) will be collected during Anti-Bullying Week
- The policy will be regularly reviewed and updated based on new guidance and community feedback

Health & Safety & Safeguarding

Confidentiality

Pupils will be informed that some information cannot be kept confidential, but their best interests will always be prioritised.

Disclosure or Suspicion of Abuse

Refer to the school's Safeguarding and Child Protection Policy.

Dissemination of the Policy

All staff and governors will receive a copy. Additional copies are available from the school office upon request.

Awareness Creation

In addition to Anti-Bullying Week, the school will use various opportunities to promote anti-bullying policies.

Links with Other Policies

- Behaviour Policy
- Safeguarding Policy
- Equality Policy
- PSHE and Citizenship Policy

Complaints

The Governing Body has a formal complaints procedure that parents/carers may use if necessary.

Approved by:	Headteacher / Governing Body	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	