



## Anti-Bullying Charter

In our school, we believe that all pupils are entitled to learn in a safe and supportive environment, free from all forms of bullying behaviour. It is important to note that the nature of the difficulties of the pupils attending Longdon Park School can result in pupils being more vulnerable to incidents of bullying either as the victim or perpetrator. All staff, parents/ carers and pupils work together to prevent and reduce any instances of bullying at the school. We have a **zero tolerance** for bullying at the school within the context of the additional needs of our pupils.

### We will:

- Provide a secure environment in which pupils can report incidents confidently
- Show all pupils that bullying is taken seriously
- Reassure pupils that the school will protect and support all parties whilst any issues are being resolved
- Provide long term and positive programmes or personal development for both victims and the perpetrator

### Pupils should:

- Respect all members of the school community and their differences
- Report any bullying that happens to them or others to an adult
- Support the school during the investigation and resolution surrounding issues of bullying, accepting the consequences and being reflective on your own and others behaviour
- Avoid using social media in a way which may cause distress or harm to others

### Parents of pupils should:

- Respect all members of the school community and their differences
- Report any bullying issues involving your own children, or others, to the school and avoid taking action yourself
- Support the school during the investigation and resolution surrounding issues of bullying, accepting the outcome and being reflective about your child's behaviours
- Monitor your child's use of social media ensuring appropriate use for their age and developmental stage

If you are being bullied or if someone you know is being bullied, then you can tell any member of staff within school; or tell your parents who can then speak with a member of staff, to resolve the issue.

## What is bullying?

A bully is someone who intentionally **hurts** another person **more than once**, by using behaviour which is meant to **scare, hurt, or upset** that person. We use the word '**STOP**' to identify bullying.



## What is not bullying?

Although it is essential to understand what bullying is and the types of bullying, it is also important to understand when something is not bullying. Bullying is not:

- An incident in the 'heat of the moment'
- A fall-out
- A disagreement of difference in opinion
- An accident
- Social communication difficulties

## Bullying and associated behaviours

Type of Bullying	Definition of type of bullying	Behaviours displayed by the bully
<b>Verbal</b>	Bullying through the use of insulting or demeaning language to mock, embarrass or insult another person	<ul style="list-style-type: none"><li>• Name calling</li><li>• Spreading rumours</li><li>• Making comments about another pupil's family</li><li>• Laughing at them</li><li>• Whispering</li><li>• Teasing</li><li>• Joking</li><li>• Banter</li></ul>
<b>Physical</b>	Bullying that involves a form of violence to exert power over another pupil. This can involve physical altercations and include damage to property.	<ul style="list-style-type: none"><li>• Hitting/ punching</li><li>• Spitting</li><li>• Kicking</li><li>• Pinching</li><li>• Tripping</li><li>• Putting pressure on another pupil – making them do errands/ give up possessions</li><li>• Damaging another pupil's property</li><li>• Staring at another pupil</li><li>• Antagonising behaviours</li></ul>

<b>Emotional</b>	Where a person tries to get what they want by making others feel angry or afraid. This is usually more subtle.	<ul style="list-style-type: none"> <li>• Giving nasty looks</li> <li>• Picking on a weakness</li> <li>• Preventing someone from joining in a game</li> <li>• Excluding or deliberately isolating a pupil</li> </ul>
<b>Cyber</b>	The use of electronic communication, sending malicious messages of an intimidating or threatening nature.	<ul style="list-style-type: none"> <li>• The use of social media</li> <li>• Unkind or threatening internet or mobile messages/ images</li> </ul>
<b>Racist</b>	Based on ethnic background, religion or skin colour	<ul style="list-style-type: none"> <li>• Racial comments</li> <li>• Racial role play (behaviours/ gestures)</li> </ul>
<b>Homophobic</b>	Bullying because of their actual or perceived sexual orientation	<ul style="list-style-type: none"> <li>• Homophobic comments</li> </ul>
<b>Transphobic</b>	Based on a person's gender 'variance' or for not conforming to dominant gender roles	<ul style="list-style-type: none"> <li>• Transphobic comments</li> </ul>
<b>Sexist</b>	Based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.	<ul style="list-style-type: none"> <li>• Sexist comments</li> <li>• Imitation behaviours</li> </ul>
<b>Sexual</b>	Bullying behaviour that has physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.	<ul style="list-style-type: none"> <li>• Forcing a pupil to engage in sexualised activity</li> <li>• Spreading rumours</li> <li>• Sexualised comments</li> <li>• Sexualised noises</li> <li>• Inappropriate sexualised behaviours</li> </ul>
<b>Disablist</b>	Bullying of disabled people. The motivations for disablist bullying may include; discrimination on the basis of a disability or a lack of understanding of a person's disability.	<ul style="list-style-type: none"> <li>• Comments on physical differences</li> <li>• Excluding people from activities</li> <li>• Take peoples objects</li> <li>• Target people on the way to or from school</li> </ul>

The impact of bullying on a victim can be displayed in many ways. The victim may show one or multiple of the following signs:

- Being frightened to travel to/from school
- Asking to be driven to school

- Unwillingness to attend school
- Truancy
- Anxious
- Lacking confidence
- Saying they feel unwell/ stomach ache
- Decreased involvement in school work
- Returning home with torn or damaged possessions
- Missing possessions
- Stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Changes in behaviours at home
- Depression
- Suicidal thoughts
- Nausea
- Sleeplessness
- Migraines and headaches
- Feeling worthless

## Cyberbullying

All people have the right to be and to feel safe when using the internet and other digital communication technologies. The school has in place an Online Safety Policy, which outlines the schools zero tolerance approach to cyber bullying. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupil's personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

## What happens when you tell someone?

Minor incidents are reported and Key Workers will investigate the incident setting appropriate sanctions/ support mechanisms for the perpetrator and victim and inform the DSL team via email who will then log the incident.

- The victim, bully and witnesses will be interviewed separately
- There will be no contact between the pupils being interviewed
- First Aiders will provide a medical examination of the extent of the injuries, if any
- If appropriate, the victim, bully and witnesses are supported to write down details of the incident
- Members of staff listen carefully to all accounts

- All concerned pupils are informed that they must not discuss the issue with other pupils
- Conclusion will come from the investigation and support communicated and provided to all those concerned.

## How victims of bullying are supported

- Being listened to
- Having an immediate opportunity to meet with their Key Worker or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

## How pupils who have bullied are supported

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/ carers
- Therapeutic intervention as appropriate

Dear Parent/ Carer

At Longdon Park School we believe that all pupils are entitled to learn in a safe and supportive environment, free from all forms of bullying behaviour. Pupils and parents/ carers are asked to sign to show that the Anti-Bullying Charter has been understood and agreed.

For this purpose, we include a copy of the Anti-bullying charter and request that you read together and sign.

I/we ..... the parents/ carers of..... (pupil) have read, understood and accept the pupil rules for Anti-Bullying.

Date.....

Sign..... (parent/ carer)

Sign..... (pupil)