



Longsands Academy and Astrea Sixth Form Preventing and Tackling Bullying

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Written by	Assistant Principal - Pastoral Miss K Saunders
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1. Introduction and Legal Framework

1.1. The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Longsands Academy have also developed this preventing and tackling bullying policy, a copy of which is available from the Academy and on the Academy website for parents/carers, staff and students to access when and as they wish.

1.2. As a community, Longsands Academy and Astrea Sixth Form work to dispel bullying so that everybody can have a space where they are able to work and learn in peace and safety. This will ensure that Longsands provides an environment where every child can feel:

- Safe
- Healthy
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution.

1.3. To protect the rights of all children to have a safe and secure learning environment Longsands Academy and Astrea Sixth Form will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our academy's ability to educate students and a student's ability to learn. If such a case arises, the staff at Longsands Academy and Astrea Sixth Form will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the Longsands community effectively and positively.
- Keep all other students safe, happy and confident
- Identify signs that indicate that a student may be experiencing bullying but are not reporting it.

1.4. Bullying can be fuelled by prejudice. Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Gender
- Race including colour, nationality, ethnic or national origin

- Religion, belief or lack of religion/belief
- Sexual orientation

1.5. A hate incident is any incident which is based on a person's prejudice towards someone because of their race, religion, sexual orientation, disability or because they are transgender.

2. Defining Bullying Behaviours

2.1 The Department for Children, Schools and Families publication Safe to Learn – Bullying of Children with Special Educational Needs and Disabilities – Embedding Anti-Bullying work in School. (2008) describes bullying as 'Behaviour by an individual or a group usually repeated over time that intentionally hurts another individual or group either physically or emotionally'. Bullying behaviour which may occur in school usually has common features including:

- It is deliberate, hurtful behaviour;
- It is repeated, often over a period of time;
- It is difficult for those being bullied to defend themselves;
- It is often aimed at certain groups because of race, religion, gender, disability or sexual orientation;

2.2. Bullying behaviour can cause feelings of distress, fear, loneliness and lack of confidence in those that are at the receiving end. The four main types of bullying behaviour:

- Physical – Repeated negative use of body contact to intentionally hurt others. E.g. Punching, kicking, pushing, spitting at someone.
- Verbal – The repeated negative use of speech, sign language or verbal gestures to intentionally harm (hurt) others. E.g. Swearing, offensive language, discriminatory language.
- Indirect/Social – Repeated negative actions which are neither physical or verbal, to intentionally hurt others. E.g. Isolating someone from a group, damaging/taking somebody's property, physical intimidation, spreading rumours.
- Cyberbullying – The use of electronic communication to bully a person. This can have many forms and includes trolling, harassment, exposing, catfishing, stalking, denigration, exclusion.

2.3. All students have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- Not liking someone
- Being excluded (unintentionally)
- Accidentally bumping into someone
- A single act of telling a joke about someone.
- Arguments

- Expression of unpleasant thoughts or feelings regarding others
- **Isolated** acts of harassment, aggressive behaviour, intimidation, or meanness

2.4. Some reasons why students might bully someone include:

- They think it's fun, or that it makes them popular
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure, lack confidence or are trying to fit in with a group
- They are fearful or ignorant of other young people's differences
- They are jealous of another student
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them

2.5. All forms of bullying cause psychological, emotional and physical stress. Each student's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety.
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- Loss of interest in activities they used to enjoy.
- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. A bullied young person may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

All incidents of bullying are recorded on CPOMS within the category 'Child on Child abuse' to ensure that a log is created to follow up on concerns and progress following intervention work.

3. Implementing the Preventing and Tackling Bullying policy at Longsands Academy and Astrea Sixth Form

3.1 The academy is committed to examining and developing all aspects of academy life to enhance the physical and emotional health and wellbeing of the whole academy community. This is achieved in a variety of ways, including:

- the provision of a broad and balanced curriculum
- an inclusive ethos

- a strong pastoral system
- home-academy links

3.2 The academy believes that the whole academy community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole academy ethos and create a safe, healthy and stimulating environment. Alongside the academy's responsive strategies for dealing with incidents of bullying, the academy adopts as part of our pastoral support system, a whole academy approach to implementing proactive and preventative interventions at academy, class and individual level to reduce bullying.

3.3 Longsands Academy and Astrea Sixth Form has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- As an academy, we have signed up with the Anti-Bullying Alliance organisation and utilise their resources and expertise in assisting with and tackling many aspects of bullying prevention.
- The consistent promotion of the school's code of behaviour which requires all students to respect the rights of others – Work Hard, Be Kind, Achieve More.
- The reinforcement of the clear message that violence and child on child abuse has no place at Longsands Academy or Astrea Sixth Form.
- Consultation with the 'Student Voice' on appropriate action.
- Taking part in initiatives such as Anti-Bullying Week.
- Training for all members of staff on anti-bullying policy and strategy.
- The supervision by school staff of all social areas at lunch times and breaks.
- Providing information to all parents/carers on the symptoms of bullying and the steps to take if they suspect their child is being bullied.
- A clear policy of mobile phones not permitted to be in use within the academy.
- The celebration of all student's backgrounds and cultures through assemblies
- Ensuring bullying is regularly discussed within assemblies and Personal Development lessons.
- Raising awareness of cyber bullying and teaching young people to safely use technology (including mobile phones, email, Internet).
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites.
- Effective recording systems for when an incident of bullying is reported.
- Working with multi-agency teams including police and children's services as appropriate.
- Contacting the parents/carers of both the child being bullied and the bully(ies).
- Challenging sexual content within verbal abuse especially challenging the word 'gay' and other homophobic/transphobic language.
- Liaison with other academies and organisations

3.4 Other academy polices which support this anti-bullying policy include behaviour, curriculum, safeguarding and whole academy ICT/e-safety. All staff are also required to

read the most up to date version of Keeping Children Safe in Education (KCSIE) to ensure that they understand that bullying is a form of child on child abuse.

3.5 Parents/carers and students can report bullying through to a member of staff in person or by using the following email address: tellus@astrea-longsands.org.

3.6 Agreed procedures are used for responding consistently to incidents or allegations of bullying (Appendix 1). Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the academy and will not be tolerated. All children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The academy will investigate the incident including the context and the roles of the people involved.

3.7 When responding to incidents involving any type of bullying the academy will consider the situation in relation to the academy's Safeguarding Policy. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection. In all cases, the priority is to ensure that the person being bullied is and feels safe. All reported incidents will be taken seriously.

3.8 All incidents are recorded, enabling pastoral leaders to identify any patterns over time. Staff seek to establish and record what has happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and any witnesses.

3.9 Written records are factual and where opinions are offered these are based on factual evidence. Children are invited to contribute initially and on an ongoing basis throughout the follow up period. Recording incidents helps to build a picture of behaviour patterns in the academy e.g., who, when, how, what action was taken. It enables the academy to manage individual cases effectively and monitor and evaluate the effectiveness of both prevention and follow-up strategies.

4. Recording and monitoring procedures

4.1. It is the responsibility of every member of staff to act upon any reported incident of bullying. These procedures will be undertaken firstly by the pastoral team.

- Interview the person who has been bullied and any witnesses using the incident record form.
- Reassure the person who has been bullied that it will be dealt with swiftly and firmly.
- Interview the people displaying the bullying behaviour separately.
- Consider if mediation between those involved is appropriate to resolve the situation.
- Decide upon the appropriate consequences. Further information can be found in the schools Positive Behaviour Management and Rewards Policy.

- Report the bullying, along with any safeguarding concerns, on CPOMS and on the Academy Bullying Report Log (Appendix 2). Find further information in the Safeguarding and Child Protection policy.
- Consider any safety measures which may need implementing short term.
- Contact parents/carers of the parties involved to inform them of the incident and action taken. Parents are welcome to come into school to discuss the situation.
- Record the incident on a Bullying Report Log Form.
- Regularly review the person who has been bullied through the Bullying Report Log guidance, monitor the situation and keep parents/carers informed of any investigations.
- Put in place any necessary support programmes.
- If appropriate use restorative practice approaches such as group conferencing, problem solving circles, victim awareness and mediation.
- Monitor and review the situation.

5. Roles and Responsibilities

5.1 The Role of Longsands Local Governance Committee (LGC)

The LGC monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. LGC members require the Principal to keep accurate records of all incidents of bullying.

5.2 The role of the Principal

It is the responsibility of the Principal to implement the academy's anti-bullying strategy, to ensure that all stakeholders are aware of the policy, and that they know how to identify and deal with incidents of bullying.

5.3 The role of staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the academy's anti-bullying policy. All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.4 The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should, in a calm manner, immediately contact their child's Head of Year. If they are not satisfied with the action taken, they should contact the Assistant Principal for the Year Group. Parents/carers have a responsibility to support the academy's anti-bullying policy by actively encouraging their child to be a positive member of the academy.

5.5 The role of students.

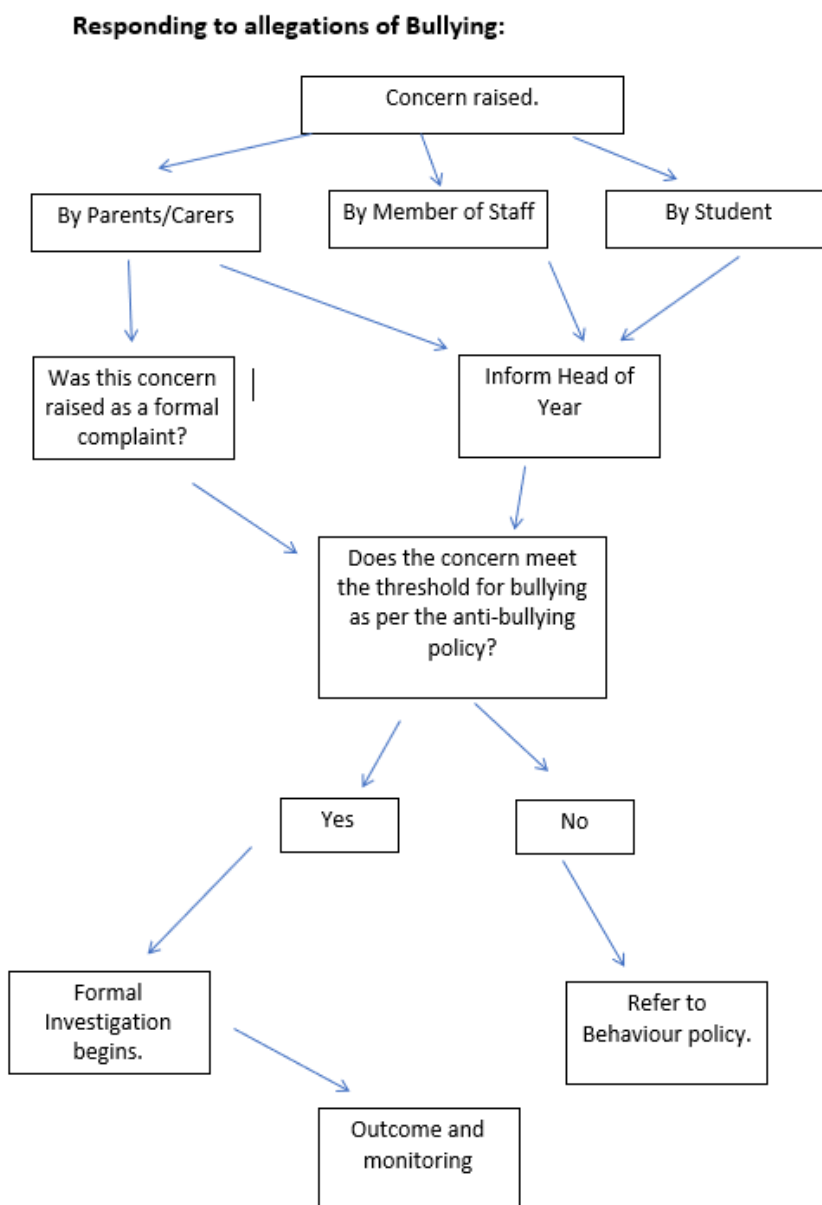
Students are encouraged to tell somebody they trust such as a teacher, support staff or Head of Year. If they are being bullied, and if the bullying continues, they must keep on letting people know. Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

6. Useful resources / Links

- Department for Children, Schools and Families (2008) “Safe to Learn – Bullying of Children with Special Educational Needs and Disabilities – Embedding Anti-Bullying work in School”
- Department of Education (2017) ‘Preventing and tackling bullying, Advice for Headteachers, staff and governing bodies’
 - Stonewall: www.stonewall.org.uk -Useful information and links on LGBTQ issues.
 - Advisory Centre for Education: www.ace-ed.org.uk
 - Anti-Bullying Alliance: Anti-Bullying Alliance
 - BBC Schools: www.bbc.co.uk/schools
 - Bullying Online: www.bullying.co.uk- Useful information and links on bullying and related issues for parents, children and teachers.
 - ChildLine: www.childline.org.uk -Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.
 - The Children’s Society: [Bullying | The Children's Society \(childrensociety.org.uk\)](http://Bullying | The Children's Society (childrensociety.org.uk)) - ‘Bullying! Information for parents on how to help your child’ – leaflet giving information and practical guidance.
 - Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://Help With Bullying (kidscape.org.uk)) Advice for children, parents and teachers as well as training and sample policies.
 - Schools Out!: www.schools-out.org.uk- Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.
 - Topmarks: www.topmarks.co.uk - Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.
- Any child who needs help can call Childline – 0800 1111
- NSPCC helpline if you are worried about a child – 0808 800 5000
- Family Lives offer support for any aspect of parenting and family life – 0808 800 2222
- Speak to The National Bullying Helpline about a child who is being bullied at school – 0845 22 55 787
- www.nspcc.org.uk

- www.nationalbullyinghelpline.co.uk

Appendix 1: Responding to Allegations of Bullying



Appendix 2: Bullying Report Log



Name: Form: Staff: Date: <i>*Please ensure that this bullying issue has been logged on to CPOMS and send a copy to Kate Saunders</i>
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Longsands Academy Bullying Report Log.

Date:	
Alleged Victims name:	
Year Group and Tutor Group	
Form Completed by:	
Reported by:	
Name of perpetrator:	
Perpetrator's Year Group and Tutor Group:	
Brief summary of incident:	
Type of bullying (physical, verbal, indirect, cyber) Form of Bullying: (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Action taken :	
Details of any support given e.g.: <ul style="list-style-type: none"> - Counselling - Peer support - Referral to any external agencies 	
Signed (name)	

Factors to help determine if incident constitutes bullying.

Incident was bullying if all 3 warnings are confirmed:

1. Hurt has been deliberately/knowingly caused (physically or emotionally)
2. It is a repeated incident or experience or the involvement of a group.
3. Involves an imbalance of power:
 - Target feels s/he cannot defend her/herself, or
 - Perpetrator/s exploiting their power (size, age, popularity, abusive language, labelling/name calling, etc)

Incident was not bullying on this occasion because it was

1. The first hurtful incident between these children
2. Teasing/banter between friends without intention to cause hurt
3. Falling out between friends after a quarrel, disagreement or misunderstanding

Please use review form below to monitor if there is evidence of Bullying after investigations have taken place.

Was alleged bullying confirmed?	Yes/No/Insufficient Evidence
Review 1 (1 week after initial conversation)	Date:
Has there been any further incidents?	
Further Action Taken:	
Signed (name)	