



# LONGHILL

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HIGH SCHOOL

## Anti-Bullying Policy

Lead Author:	Debbie Winfield
Changes:	Minor changes from last year's policy
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Named member of Staff with responsibility for overseeing Anti-bullying: Debbie Winfield  
Named Governor with responsibility for overseeing Anti-bullying: Karen James

This policy has been drawn up after consultation with the Senior Leadership Team, Pastoral Team and members of the Student Leadership Team and Antibullying ambassadors.

## LONGHILL HIGH SCHOOL ANTI-BULLYING POLICY

At Longhill High School, we wish to encourage an environment where independence is valued and individuals can flourish without fear. This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Students must feel safe and respected if they are to learn effectively. It is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves and others without resorting to retaliation in any form.

### Aims and purposes of this policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At Longhill High School the safety, welfare and well-being of all students and staff is a key priority. It is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

At Longhill High 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 students 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.
- To encourage students 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.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

A restorative approach to anti-bullying focuses on repairing harm, fostering understanding, and rebuilding relationships rather than solely punishing the bully. This method involves all affected parties—victims, bullies, and the community—in open dialogues to address the root causes of bullying behaviour. By encouraging accountability and empathy, it promotes a sense of responsibility and personal growth in the bully while validating the victim's experiences and needs. The goal is to create a supportive environment where conflicts are resolved constructively, and mutual respect is restored, ultimately leading to a more inclusive and empathetic school culture. This holistic approach not only addresses immediate incidents but also contributes to long-term behavioural change and community resilience.

### DEFINITION OF BULLYING:

***Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).***

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

**Friendship problems** may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult intervention. It is unlikely to be repeated behaviour and may even be accidental, where both students will be encouraged to resolve the problem using restorative practices. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. It involves an **imbalance of power**.

**In short, bullying is:**

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for recipients to defend themselves against.

Bullying can be a form of child-on-child abuse. It can cause severe and adverse effects on children’s emotional development and the effects of bullying can often continue long into adulthood.

Bullying is a conscious, persistent and repeated desire to verbally, physically, psychologically or emotionally hurt another person or cause them unnecessary stress. This can include repeated online behaviour that is intended to hurt, humiliate, intimidate or upset the victim.

Examples (not exhaustive) include:

**Persistent bullying**

Emotional	Being unfriendly, excluding, ignoring, tormenting.
Physical	Hitting, kicking, pushing. Damaging, stealing or hiding someone’s possessions Any use of violence, physically intimidating someone, or using inappropriate or unwanted physical contact towards someone, extortion
Prejudice-based and discriminatory often related to the protected characteristics	Taunts, gestures, graffiti, verbal or physical abuse with a focus on <ul style="list-style-type: none"> <li>● Race</li> <li>● Faith</li> <li>● Gender (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability</li> <li>● Appearance</li> <li>● Class-based</li> </ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, using derogatory or offensive language or threatening someone, malicious gossip, coercing a third party to bully an individual.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites; sending or requesting offensive, upsetting and inappropriate or degrading messages or images/videos by phone, text, instant messenger,

### **One-Off incidents**

A single incident in which the victim is made to feel hurt, humiliated, intimidated or upset will be considered as bullying if there is a **clear power imbalance** between the perpetrator and the victim **and** there was intention to cause harm. Such a power imbalance might be created by:

- The perpetrator clearly being older, bigger, or stronger than the victim.
- The perpetrator being part of a group while the victim is on their own or part of a much smaller group.
- The victim clearly being more vulnerable by virtue of their physical appearance or personality.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will be challenged by staff and recorded and monitored on school databases. These incidents will be followed up and will result in appropriate actions. Staff will challenge the casual use of derogatory language and record when appropriate.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body and local authority. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **Off-site:**

We recognise that bullying can occur not only on the school premises but also on the journeys to and from school, on trips or after school clubs and via cyber bullying at any time.

### **Bullying is not:**

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, **do not** fall within the definition of bullying and should be dealt with, as appropriate, in accordance with Longhill High School Behaviour Policy.

## **CREATING AN ANTI-BULLYING CLIMATE**

Longhill High School's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well and where pupils take responsibility for each other's emotional and social well-being, are accepting of others and support each other.

### **Legislation:**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Our aim is to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. An anti-bullying climate is created when bullying is not accepted by anyone within the Longhill High School community.

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for recipients and help build an anti-bullying ethos
- To teach pupils how constructively to manage their relationships with others.

Current affairs, literature and historical events will be chosen to reinforce our anti-bullying approach. Role plays and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in the school. The school website carries links to anti-bullying websites and information on what to do if students see or experience bullying ([Support](#))

The school takes part in the Anti-Bullying week to raise further awareness. To promote good behaviour the school regularly celebrates awareness weeks through PSHE lessons, assemblies and Mentor time which seek to raise awareness of, and celebrate diversity in our society. We will provide support, via the Pastoral team, for students who need help in cultivating self-esteem and emotional development. The school ensures that there is a rota of staff and senior staff on duty before school, at break, lunch and after school.

## **REPORTING BULLYING**

It is important that we create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to. Students should be secure in that they will be believed and that any action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately.

### **Students who are being bullied:**

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a member of school staff– such as a class teacher, teaching assistant, Mentor, Head of Year or anyone in the Pastoral Support Team (PST)
- Report to an older student such as a Student Leader, designated Anti-Bullying ambassadors or LGBTU allies group
- Report to other school staff such as the school nurse, school counsellor, Primary Mental Health worker

Other appropriate links and websites can be found at the end of this policy document and on the Support section of the school website.

Where bullying outside school is reported to school staff, it will be investigated and acted on, where possible. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **Roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff have been made aware of bullying, they should reassure the students involved and refer immediately.

**SENIOR STAFF:** The Senior Leadership Team and the Head Teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**FAMILIES:** Families should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Families should tell their child not to retaliate and support and encourage them to report the bullying. Families can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff such as the student's Mentor or Head of Year.

**STUDENTS:** Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

## **RESPONDING TO BULLYING**

It should be made clear to the targeted student that revenge is not appropriate and to the bully that their behaviour is completely unacceptable. Every effort will be made to resolve the problem by involving both parties.

The perpetrator(s) will always be spoken to very quickly and given clear warnings about their conduct while our investigations are ongoing. It is not unusual for the victim of bullying to feel that it cannot be resolved by the school, or that school action will make the situation worse. This is not the case.

Strong, coordinated and urgent action by the school does have an immediate and lasting impact.

We do recognise that it can take great courage for a victim to choose to speak out. There is no substitute for taking this action however. There is no greater deterrent for a bully than a student who is willing to speak openly about what is happening to them.

If there is a recurrence then it is crucial that the victim or their family member or friend immediately report such recurrences to us, as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.

### **Procedure**

Once a bullying complaint has been received, it will be forwarded to the appropriate member of staff and will be investigated. The alleged perpetrator(s) will be spoken to as soon as possible. Particular priority will be given to ensuring that the victim does not suffer any reprisals from the alleged perpetrator or their associates while the investigation is ongoing. The victim will be reassured that a suitable course of action is taking place.

If the complaint is upheld, sanctions and positive solutions will be implemented as appropriate.

Such sanctions may range from re-education, and a period of isolation to a suspension, depending on the seriousness of the incident in question. Any suspensions will be discussed and authorised by the Headteacher.

In most cases, a restorative meeting will be offered between the victim and the perpetrator. This can help to draw a line under the issue and help all parties to move on. On some occasions, the victim may not wish to have such a meeting and, in these circumstances, their wishes will be respected. Both parties need to be willing to take part in these meetings in order for the outcome to be positive and long lasting.

A number of decisions will need to be made which will depend on each individual incident. The following need to be taken into consideration when dealing with a bullying incident:

- The feelings of the student who has been bullied.

- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school and recommendations will be given to families.
- If necessary, communication devices will be confiscated if cyber bullying has taken place.

Staff will record the bullying centrally on the school's database and on CPOMS with designated school staff producing termly reports which summarise the information. The Headteacher will then report to the governing body.

Support will be offered to those who are the **target** of bullying from the pastoral team in school, from a trained Student Leader or through the use of restorative justice or other programmes.

Students involved in the bullying are also offered support.

Staff will proactively respond to the **bully**, who may require support from the pastoral team, or further interventions.

#### **Possible support/strategies for the student/s:**

- Frequent and regular monitoring/check ins with pastoral team and Mentor and/or student ambassadors
- Anti-bullying support groups
- Keeping a diary
- Buddy support system within Mentor group
- Counselling

#### **Bullying outside of school**

Bullying is unacceptable whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact students' well-being beyond the school day. (See E-safety policy). Staff, families, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

The school will endeavour to follow up bullying incidents that take place outside of school however this is not always possible and we would advocate the following:

- We encourage families to report any incident to the Police
- Talk to the transport company about bullying on buses
- Map safe routes to school and let students know.
- Talk to students about how to avoid or deal with bullying outside the school premises.
- Encourage families to take an active supervisory role when their children are using social media sites.

#### **How we set the right ethos**

If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students must know that their concerns will be taken seriously and recognise that investigations can take time.

We must make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the reporting procedure.

If this is to happen, then everyone in school has a responsibility to ensure that we all set a good atmosphere around the school site. We want to make it clear that this responsibility includes:



- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate British values and become positive role models to students
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching or encouraging a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying;
- engaging students in reviewing and developing our anti-bullying practices;
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved

### **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy, created by the students for the students, ensures all students understand and uphold the anti-bullying policy
- Student-led initiatives including promotion campaigns, assemblies and posters encouraging reporting and resolution
- Regular Student Voice surveys to evaluate impact
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Mentor time provides regular opportunities to discuss issues that may arise in class and for Mentors to target specific interventions
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ + History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- Peer mentoring and student-led programmes such as the LGBTQ+ allies group offer support to all
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Students are responsible for developing and updating the student version of the Anti-Bullying Policy alongside key members of staff
- Working with families, and in partnership with community organisations such as Allsorts, to tackle bullying where appropriate

### **Training**

The Head Teacher is responsible for ensuring that all school staff, both teaching and non-teaching, receive regular training and information on all aspects of the anti-bullying policy. This training will be reviewed regularly in response to Student Voice and current identified needs.

### **Monitoring and reviewing**

The Head Teacher is responsible for reporting to the Governing Body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The Governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with students. The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, families and Governors.



## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>
- Childline: <http://www.childline.org.uk/>
- DfE: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk/](http://www.familylives.org.uk/)
- Kidscape: [www.kidscape.org.uk/](http://www.kidscape.org.uk/)
- MindEd: <http://www.minded.org.uk/>
- NSPCC: <http://www.nspcc.org.uk/>
- PSHE Association: [www.pshe-association.org.uk/](http://www.pshe-association.org.uk/)
- Restorative Justice Council: [www.restorativejustice.org.uk/](http://www.restorativejustice.org.uk/)
- The Diana Award: [www.diana-award.org.uk/](http://www.diana-award.org.uk/)
- Victim Support: [www.victimsupport.org.uk/](http://www.victimsupport.org.uk/)
- Young Minds: [www.youngminds.org.uk/](http://www.youngminds.org.uk/)
- Young Carers: [www.youngcarers.net/](http://www.youngcarers.net/)

## **Cyberbullying**

- Childnet International: [www.childnet.com/](http://www.childnet.com/)
- Internet Watch Foundation: [www.iwf.org.uk/](http://www.iwf.org.uk/)
- Think U Know: [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
- UK Safer Internet Centre: [www.saferinternet.org.uk/](http://www.saferinternet.org.uk/)

## **LGBTQ**

- Schools Out: [www.schools-out.org.uk/](http://www.schools-out.org.uk/)
- Allsorts Youth Project <https://www.allsortsyouth.org.uk/youth-services/>

## **SEND**

- Changing Faces: [www.changingfaces.org.uk/](http://www.changingfaces.org.uk/)
- Mencap: [www.mencap.org.uk/](http://www.mencap.org.uk/)

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk/](http://www.annefrank.org.uk/)
- Kick it Out: [www.kickitout.org/](http://www.kickitout.org/)
- Report it: [www.report-it.org.uk/](http://www.report-it.org.uk/)
- Stop Hate: [www.stophateuk.org/](http://www.stophateuk.org/)
- Show Racism the Red Card: [www.srtrc.org/educational/](http://www.srtrc.org/educational/)