



STAMFORD  
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Stamford Park Trust

Longdendale High School  
Anti-Bullying Policy

December 2024

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## 1 Bullying: Our values and beliefs

At Longdendale High School, incidents of bullying are rare.

***“Pupils learn about the importance of respecting differences between people. Most pupils have positive relationships with each other and their teachers. Pupils who spoke with inspectors reported that they feel safe and happy in school. They are confident that leaders and staff will listen to their concerns. Staff deal well with incidents of bullying.”***

(Ofsted 2023).

### We believe that:

- Our ethos and school culture are based on all the core values of Respect, Resilience and Aspiration.
- All students and staff have a right to feel happy, safe, and included.
- Students and staff have a right to work in an environment without harassment, intimidation, or fear.
- All 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.

### 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 reflect all aspects of the ‘Keeping children safe in education’ (DfE Sept 2023)
2. To ensure there are clear channels established in school that allow students 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.

## 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 confidential information online.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who can become the 'bystanders' or 'accessories.'

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

**Bullying is not:**

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

### 3 Creating an anti-bullying climate in school

Our core values and Behaviour Policy aim to create a positive respectful climate, in which students 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.

A positive and professional ethos is constantly referred to and modelled by all adults, thus creating a culture of transparency for students to approach staff if they need to discuss or share any difficulties they may be having. The staff code of conduct and Handbook form part of staff induction at LHS and clearly signposts expectations. School leaders and members of the pastoral team visit lessons throughout the day where students and staff are acknowledged for their achievements, role modelling positivity, kindness, and community.

## 4 What is available in school to support students?

### 4.1 KS2 to KS3 transition

We have student Transition Leaders who are trained in the Summer term, The student leadership team then attend the new intake evening for new Year 7 parents and students to welcome them into the school. The Transition Leaders are available around school to assist the students 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 would rather ask another young person rather than staff.

There is a comprehensive Induction pastoral programme in place to support all students through their cross-phase transition. This is clearly communications to students and parents alike. A Guide for families is sent home before the students first day containing key information and FAQ written by parents who have already gone through the transition process.

### 4.2 Anti-bullying Ambassadors & Mental Health and Wellbeing Ambassadors

We have fully trained student Anti-Bullying Ambassadors across year groups 8-11. These student leaders work alongside our Mental Health and Wellbeing Ambassadors and work to ensure all students in our community enjoy their time at Longdendale and always feel they have someone to go to if there is a problem. The Anti-Bullying Ambassadors are enrolled with the Diana Award, a nationally recognised Anti-Bullying training programme. As well as undertaking year group projects to raise awareness of anti-bullying the Ambassadors are available to other students 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 available to support other students at break and lunchtime. Students can also report any concerns using the Safewatch button on the school website – <https://www.longdendalehighschool.org.uk/schoollife/antibullying>



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 Student Mental Health and Wellbeing Ambassadors who work across the school to promote student wellbeing and to raise awareness through assemblies and events throughout the year about mental health and the support that is available.

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 students in the school.

## 5 Keeping anti-bullying high profile

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 student planner and noticeboards around school remind students that bullying is not acceptable and advises them what to do if they are being bullied. Posters on display inform students of sources of support, both in and out of school.

New families and students are given information about our policy and practical advice on 'what to do' in any concerning situation through our website. The staff team are proactively involved in ensuring incidents do not escalate to bullying – they also are skilled and trained in 'conflict resolution.' All staff are regularly reminded of reporting procedures. Through the PSHE 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. These assemblies are led by both staff and student leaders.

## 5.1 High Quality Staff Training, Including Responsive Staff Training

Preventing bullying is everyone's responsibility and regular, high quality staff training underpins staff knowledge and understanding of their role in prevention, identification, and intervention.

- Investing in high quality training takes place so that staff know what bullying is and how to deal with it effectively. At LHS we monitor staff training and ensure all statutory safeguarding training is delivered to a high quality, with staff having certification in several areas.
- Monitored safeguarding training, both statutory and in house.
- Half Termly safeguarding training.
- Weekly safeguarding responsive training to any new matters / changes which have occurred within our community and including national trends.
  - Raise awareness about anti-bullying and our policy.
  - Increase understanding for all involved in bullying and maintain an anti-bullying ethos.
  - Teach students how to manage their interactions with others, constructively and safely.

## 6 Roles and responsibilities

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

### 6.1 Role of students:

Students are expected to:

- Report all incidents and suspicions of bullying, regardless of whether they are the victim or an upstander.
- Act and report if they suspect or witness the bullying of others – bystanders are viewed as part of the incident. Everyone is encouraged to be an upstander.
- 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 mutual respect – where it is safe to tell.
- Engage with our Anti-Bullying Ambassadors when they feel they would rather share concerns with their peers.

### 6.2 Role of staff:

If a student 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 has 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 student what the next steps are. It is important that they understand 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 mutual respect – 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 always vigilant**

### 6.3 Identifying Signs and Symptoms

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. For those students who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be established. Signs might include:

- Being frightened of walking to or from school
- Does not want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Cries themselves to sleep at night or runs away
- Feels ill in the morning
- Begins to do poorly at school
- Comes home with torn or damaged clothes
- Losses possessions or has things 'go missing'
- Ask for money or starts to steal
- Has dinner money or other monies constantly 'lost'
- Has unexplained cuts or bruises
- Comes home hungry
- Becomes aggressive, disruptive, or unreasonable
- Begins bullying other siblings/children
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous jumpy or secretive when a cyber message is received

**Staff need to ensure they:**

- Arrive on time for duties and remain alert throughout. Staff presence and visibility is high. All staff wear a 'high vis' garment at these times to highlight presence for students.
- Ensure whilst on duty you are 'active' not passive. Duties have clear protocols, with staff moving around the duty area, interacting with the students.
- Ensure we are stood at our doorway to welcome students into the classroom – 'Meet and Greet.'
- Scan the room regularly whilst teaching.
- Challenge and sanction name calling and any acts of unkindness.
- Notice and report to the form tutor students who appear isolated.
- Notice and deal with any concerning behaviour at the changeover of lessons.
- Throughout the school day the pastoral team and senior team are present on corridors, visiting lessons and supporting the learning climate, they have radios to facilitate prompt communication.



## 6.4 Role of Parents and Carers

Young people feel they often must deal with bullying alone, and your child may worry that telling you will make you angry or upset. It is 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 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 act 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.spt.ac.uk](mailto:admin@lhs.spt.ac.uk)) to ask that their concerns are addressed and responded to as soon as possible or through the Safewatch reporting button on our website.

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.'

## 7 Responding to bullying behaviour

### 7.1 The school

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 considered 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 is 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 child's Head of Year in the first instance.

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 may be assigned to the student 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 student will be fully supported through any restorative meetings, to reduce any anxieties. Where appropriate, the Police may be approached to facilitate the restorative practice.

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

Students who have bullied others are asked to complete an intervention booklet on bullying. This intervention is supported by the Pastoral Support Worker (PSW). Bullies are taught strategies to bring about

change to their unacceptable behaviour choices, to prevent any further incidents. 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 students and our students 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 most others of the same age or has a disability which prevents or hinders him/her from making use of facilities of a kind provided for others of the same age in mainstream schools’ – SEND Code of Practice.*

## 7.2 The students

Taking a stand and reporting bullying requires a great deal of courage.

Bullying can only thrive if it is not reported.

Many students believe that reporting bullying will make the situation even worse. This is not the case.

- Here at Longdendale you will be listened to. We will treat the information you share with us seriously and confidentially (nobody will disclose to the bully the source of the information).
- We will keep you informed and ensure you are part of the discussion around the next steps. We will communicate fully everything that we will do to try and stop the bullying.
- It is better for you and everybody in our community that that the bully be stopped, and that can only happen once the bullying is reported.

## 7.3 How to report bullying

The first step is to tell someone that it is happening. Students are encouraged to speak to their parents or carers, as they will support their child in telling us at school what has been happening.

The next step is to ensure that school is informed. There are lots of people at LHS that can help and want to help, such as:

- Form Tutor
- Class teachers
- Head of Year
- Aspire Centre staff (PSWs (Pastoral Support Worker))
- Safewatch – on-line reporting. The information you share will then be sent confidentially to a member of staff in-school who has been trained fully to help support you and try to resolve what has been happening, so as you feel safe and happy once more.
- [safewatch@lhs.spt.ac.uk](mailto:safewatch@lhs.spt.ac.uk)
- Anti-Bullying Ambassadors

## 8 Bullying away from the school site

- “School staff are able to sanction students 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. Where possible we will always encourage the parents and carers to report the alleged incident to the police and not the school.

- 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.

## 8.1 Students

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

- Report **the person/group** - Tell your family, report it to school.
- 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 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 do not. 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.

## 8.2 How to stay safe on-line – Advice for students:

1. Treat your password like your toothbrush - do not share it! Change your password regularly and do not 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 - Do not post anything you would not 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 information.

4. Google your name - Even if you do not admit it, we've all done this once! Typing your social media usernames and your full name into Google is an effective way to check your privacy settings and check that strangers online and potential future employers, college or university admissions tutors cannot view any of the content you have posted on social media.

### 8.3 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 have come to you is a big step for them.
- Listen - Listen to what they have to say without voicing any judgement; it is important that they feel comfortable with you acting and that they feel some degree of power over what is 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 are uncomfortable with, and you can go through it together.

Bullying can make a child feel ashamed and scared, and they will be most worried about how you will 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 student or a group of students, we need to know so as we can monitor the situation inside school and act accordingly.

## 9 Monitoring and evaluation

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

Information to be shared at Trust 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 students.

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

## 10 Supporting organisations and guidance

### 10.1 General:

- Childline 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)
- Anti-bullying Alliance - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- CEOP – online safety [www.uthinkuknow.co.uk](http://www.uthinkuknow.co.uk) – keeping safe
- Off the record – Young People's counselling service – Hyde 0161 355 3553

- Branching out – drugs and alcohol support for young people – 0161 342 7605
- SID – service information directory – [www.tameside-sid.org.uk](http://www.tameside-sid.org.uk)
- The Mix - [www.themix.org.uk](http://www.themix.org.uk)
- Parent Zone - [www.parentzone.org.uk](http://www.parentzone.org.uk)
- Citizens Advice, Victim Support
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## 10.2 Online bullying:

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know - CEOPS: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Cybermentors – social networking site giving support [www.cybermentors.org.uk](http://www.cybermentors.org.uk)
- Internet Matters - [www.internetmatters.org](http://www.internetmatters.org)

## 10.3 LGBTQ+

- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## 10.4 SEND

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

## 10.5 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 (True vision): [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.theredcard.org/education](http://www.theredcard.org/education)

## Appendix 1: Staff Anti-Bullying Procedure

- I. Procedure to be followed by staff when dealing with an incident of bullying.
  - I.1 In investigating any incident of bullying it is important that a member of staff interviews the victim, collects a statement and logs the allegation on CPOMS (Peer Conflict) where it will be picked up by the students Head of Year. The victim must be immediately supported and re-assured that threatening, aggressive or anti-social behaviour is unacceptable. The victim should be clear about the action to be taken by the member of staff (e.g. to inform the Head of Year who will then speak with the instigator of bullying and contact the victim's parents/carers to inform them of the allegation).
  - I.2 The Head of Year / Delegated member of staff will then interview the instigator and any possible witnesses of the bullying, taking written statements. The victim may also need to be supported in adopting "coping" strategies. Finally, it is important that the victim knows that the bullying incident[s] is/are recorded and will be investigated. (See Appendix 2 for details).
  - I.3 It is important that the instigator is allowed to give her/his version of events. After investigation and if appropriate, the instigator must be given an appropriate sanction in line with our behaviour system and must be informed that the incident is being monitored and recorded. Although the victim may need support, it is important wherever appropriate, that the instigator and victim are brought together so that reassurances can be given by the instigator that no further incidents will occur. It is important that the instigator is made to recognise their inappropriate / anti-social behaviour, understands its consequences of it and agrees to stop the offensive actions.
  - I.4 It is important to recognise that occasionally bullying may be falsely alleged, where it is absolutely clear that a false allegation has been made the school will also take this very seriously and provide support to the person about whom the allegation has been made.
  - I.5 The instigator may also need support/counselling.
  - I.6 Incidents of bullying must be recorded and monitored to ensure that the issue is appropriately addressed. It is important that all incidents of Bullying are logged on CPOMS and this log is updated and notes are maintained so that staff can have a complete overview of the incidence of bullying in school.
  - I.7 However, Parents/Carers will usually be contacted. Before contacting parents/carers, it is important that the incident[s] has been investigated and that the victim, instigator and any possible witnesses have been interviewed. If there are serious concerns or if the instigator of bullying refuses to accept s/he has been in the wrong, parents/carers should be invited into school to discuss the matter fully. The school reserves the right to contact the police in the investigation of any incident of bullying.
  - I.8 Where appropriate, external agencies and organisations may be involved in a supportive / counselling role.
  - I.9 A follow up of the incident will take place between 2-4 weeks later, by the Head of Year. The victim will be interviewed; this is to ensure that the incident was isolated and to check that the victim is happy and safe. A follow up form will be completed by Head of Year and stored CPOMS.

## Appendix 2: Stepped Approach Procedure

<b>1</b>	<p><b>Friendship Fallout or Isolated Incident between Students – <u>Not Bullying</u></b></p> <ul style="list-style-type: none"> <li>▪ Restorative conversation / apology actioned by HoY - logged on CPOMS record as: "Peer Conflict"</li> <li>▪ Log sanction on ClassCharts (C2 Lunch Detention DT) as "C2 peer conflict" (If required)</li> <li>▪ FT / HoY to monitor the student/s involved</li> <li>▪ Parents/carers of both parties to be contacted</li> </ul>
<b>2</b>	<p><b>Repetition of choice towards same student/s or new student/s which causes upset or distress – Potential Bullying Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Restorative meeting actioned by HoY – logged on CPOMS and attach a copy of the restorative log.</li> <li>▪ "Anti-Conflict agreement" and "Rethinking my behaviour" booklet completed and attached to CPOMS</li> <li>▪ Restate expectations about acceptable behaviour towards others (Tolerance and Respect)</li> <li>▪ HoY to monitor the student/s involved – support for victim</li> <li>▪ HoY to set appropriate school-based sanction (SLT DT) logged under "Repeated Peer Conflict"</li> <li>▪ Parents /carers of both parties informed</li> </ul>
<b>3</b>	<p><b>Continuation of choices towards others which fit the Longendale's definition of Bullying - Bullying Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Parent/carer meeting at school – actioned by HoY in conjunction with MHo/AG - actions agreed to support bully in changing behaviours – "Anti-Bullying Contract" to support this / contract signed by student &amp; parent/carer</li> <li>▪ Regular follow up and review of behaviour/contract by HoY</li> <li>▪ Restorative meeting to include "Anti-Bullying Contract"</li> <li>▪ logged on CPOMS – Attach "Anti-Bullying Contract"</li> <li>▪ HoY to Log school-based sanction (RESET) on ClassCharts as "Bullying"</li> <li>▪ HoY to inform victim's parent/carers of appropriate actions and have a regular follow up with victim/ provide a support package as appropriate</li> <li>▪ Complete the "How did we do" log on SIMS.</li> </ul>
<b>4</b>	<p><b>Persistent choices towards others which fit the Longendale High Schools definition of Bullying – <u>Bullying behaviour</u></b></p> <ul style="list-style-type: none"> <li>▪ Pastoral Panel Meeting at school – actioned by MHo / AG – Trustees maybe present. Actions/Support agreed.</li> <li>▪ Potential restriction on unstructured time /movement in the building / removal from lessons</li> <li>▪ In school support and support from outside agencies which may include: police / platform / YOT</li> <li>▪ logged on CPOMS record as: pastoral panel: bullying</li> <li>▪ Logged on ClassCharts "Bullying" and then enter sanction</li> <li>▪ Sanctions - Reset, partner school exclusion and fixed term exclusion</li> <li>▪ Victims parent/carers informed and maybe invited to school for a meeting if appropriate.</li> <li>▪ MHO / AG / HoY to have regular follow up with victim/ provide a support package as appropriate</li> <li>▪ Complete the "How did we do" log on SIMS.</li> </ul>

## Appendix 3: Anti-Conflict Agreement

**Anti-Conflict Agreement between \_\_\_\_\_(perpetrator) and \_\_\_\_\_(victim).**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Agreed:

I will **not** have any verbal or non-verbal communication with \_\_\_\_\_.

- **Verbal communication** means to use your voice, eg name-calling, noises.
- **Non-verbal communication** means to use your body language and or actions to make the other person feel threatened, intimidated, anxious, scared or worried. This could include: dirty looks, getting in the others personal space, barging or pushing, not allowing others space to walk by on the corridor, threatening signs. This may also be through electronic means such as text message, email or other social media.

**I will:**

- Not make any physical contact with \_\_\_\_\_ – this could include pushing, tugging of clothing, kicking of chair
- Not throw or kick any items at or towards \_\_\_\_\_.
- Tell (Teacher) \_\_\_\_\_ immediately if I know of anyone else gossiping or stirring up any trouble between myself and \_\_\_\_\_.

**Sanctions if Agreement is broken:**

- Telephone call home / parent meeting
- Internal Exclusion - Reset
- Fixed term exclusion – 1 day, 2 days, 3 days
- Bullying logged on my behaviour record
- SLT Behaviour Panel meeting
- Consideration given to a Managed Transfer
- Governors Behaviour Panel meeting
- Permanent Exclusion

**Signed:** ..... (student)                      **Date:** .....

**Signed:** ..... (Parent / Carer) **Date:** .....

**Signed:** ..... (Staff)                      **Date:** .....



## Appendix 4: Anti-Bullying Contract

This contract is drawn up between the school, the young person and the Parent/Carer. As a

school we will:

- Take bullying seriously and act upon it when it is reported
- Support the victims of bullying and help them to feel safe within school
- Take action against the bully/s and support them in changing their behaviour
- Work with parents/carers of any student who is involved in bullying to support and encourage the student/s in finding solutions

As a student I will:

- Stop causing upset and distress to other students
- I will show respect and tolerance to all of my peers
- I will not join in other situations of bullying behaviour
- I will not turn a blind eye or be a bystander to victimisation or bullying, I will tell someone
- I will use acceptable language with my peers
- I will not use social media to bully my peers

Specific things I will refrain from:

- 
- 
- 

Specific things I will do to change my behaviour:

- 
- 
- 
- 

As a parent/carer I will:

- I will support the school's actions and strategies to help modify my child's behaviour
- I will encourage my child to change their behaviour
- 

I will sign the contract to show that I support and will adhere to Longdendale High School's Anti-Bullying policy.

Student \_\_\_\_\_  
Parent/carer \_\_\_\_\_  
Date \_\_\_\_\_  
Contract review date \_\_\_\_\_