



**Ludlow Church of England School**  
**Anti-Bullying Policy**

## Ludlow Church of England School Anti-Bullying Policy

Everyone at Ludlow CE School has the right to feel welcome, safe and part of a community that will empower them to achieve their potential. Staff and students should feel confident that they will be treated fairly and that issues will be dealt with consistently and effectively by the systems in place and by the individuals who manage those systems. The Headteacher and Governors have signed the document *"Bullying—A Charter for Change"*. This sets out the school's pledge to combat bullying through a series of basic principles as agreed by all the relevant major bodies, including: The Anti-Bullying Alliance, the National Governors' Association and the main teachers' unions.

Bullying is everyone's responsibility because it impacts on everyone's healthy personal development and ability to work effectively. Bullying can seriously damage a young person's confidence and sense of self-worth and they can sometimes feel that they are at fault in some way. In some cases, bullying can lead to serious and prolonged emotional damage for an individual. Children and adults cannot succeed where they feel frightened, intimidated or even simply ill-at-ease. In the case of bullying, victims must be able to trust that the polices and people within school will work quickly and effectively to end the bullying. We must challenge bullying of all types, whilst also challenging negative behaviours generally, by building up a clear anti-bullying ethos in school, based on the experiences and views of our students.

### Definitions of Bullying

In the most recent guidance, the Government defines bullying as:

*"Behaviour is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."*

(Preventing and Tackling Bullying DfE July 2017)

### Methods of Bullying

In line with this guidance, Ludlow CE School considers the following behaviours as constituting bullying: *name-calling; taunting; mocking; making offensive comments; kicking, hitting and pushing; taking belongings; cyber-bullying, through inappropriate text messaging or via the internet, or sending offensive or degrading images or videos by mobile phone or via the internet (including social media or gaming); producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.*

Bullying can commonly be related to issues such as: religion, race or culture; special needs or disabilities; appearance or health conditions, sexual orientation, gender; and because a child is adopted, in care or has caring responsibilities; and other home circumstances. However, some children may not believe that "nasty" comments they might make are in fact bullying. Parents can help reduce bullying in school by challenging what may be perceived as low-level negative attitudes their children may have towards others, and by encouraging tolerance and an understanding of difference and diversity.

## Students' Experiences and Views

Our students' views are important to us and are crucial to the updating of our anti-bullying policy and procedures.

For 28 weeks out of 39, the Senior Leadership Team, CLTs and the SENCO interview between 25 and 30 students in small groups. Questions are used to elicit responses around bullying. The key questions are based around whether children feel safe, if they know what to do if they do not feel safe, and how the school deals with issues. The Quality Assurance results are analysed. It can be assumed that parental views mirror those of their child. Parental views are sought in the surveys, completed at Parents' Evenings, and on "Parent View". These are positive indicators, but we cannot afford to be complacent. In addition to following the advice of the Government and the Anti-Bullying Alliance, Ludlow CE School aims to work toward addressing the specific issues raised during interviews with students.

## Our Anti-Bullying Framework

- Our school has an ethos of good behaviour, where we encourage respect for all in our school and our local community.
- However, we acknowledge that bullying does happen in school and outside of school.
- We work in school to support the emotional and social development of all of our students, with additional care being taken to ensure the well-being of our most vulnerable students, such as those with Special Educational Needs, whose circumstances might make them a target for bullying.
- Our school works proactively to manage issues between students which might provoke conflict, and develop strategies to prevent bullying occurring in the first place.
- This is achieved by involving all students through a programme of tutor time activities and assemblies, dedicated to developing positive relationships, celebrating difference and challenging issues around bullying.
- We make students aware of the different roles within bullying, including reinforcing or supporting the bullying behaviour of others, or by appearing to condone bullying by watching but taking no action to stop it at the time or later.
- The Tutor and Peer Mentoring systems encourage students to support each other and to talk openly with adults about any concerns.
- We encourage both the victims of bullying and those who witness it, to talk to a member of staff. We make it easy for students to report bullying by regularly signposting pathways, and reassuring them that they will be listened to and incidents acted upon swiftly.
- Electronic recording of all incidents, from low-level peer problems, through to incidents of bullying, allows for coherent information sharing. Types, rates and patterns of behaviour can be identified and decisive action taken.

- Disciplinary measures are applied to students who bully in order to show clearly that this behaviour is wrong.
- We communicate promptly with parents in following up a concern, and urge them to inform the school if they think a student is being bullied in school.
- We work with outside agencies, including the Police, to tackle bullying which happens outside of, or on the way to and from school.
- We seek advice and make use of resources provided by specific organisations, such as Stonewall or the Anti-Bullying Alliance, to further improve our management of anti-bullying in school.

## **Some Possible Signs of Bullying**

The possible signs of bullying listed below are not definitive and may not necessarily be indicative of a bullying problem – some may reflect the mood changes and behaviours associated with growing up and developing self-identity. However, within the busy day-to-day routines of family life, it can be easy to overlook what may be signs of bullying. Your child may:

- Ask to be driven to school.
- Change their walking route to school.
- Arrive home with damaged clothes or books.
- Become withdrawn and uncommunicative.
- Have unexplained bruises or cuts.
- Have possessions go “missing”.
- Ask for extra money.
- Refuse to say what is wrong.
- Self-harm.

Parents and families are often the first to detect a problem – please contact the school if you are worried.

## **If You Suspect That Your Child Is Being Bullied**

- Consider whether this is a school issue – for example, if the issue is mainly outside of school.
- Calmly talk to them about their experience.
- Make a note of key facts: who, where and what happened.
- If the bullying is on-line or via social media, take a screen shot.
- Reassure them that they are doing the right thing by telling you.
- Try not to create more anxiety and stress by reacting in a highly emotional way to the information given to you, despite the way you might feel.
- Encourage your child to talk to their tutor at school. If they do not wish to do this, contact the tutor or Curriculum Learning Tutor yourself.
- Give the staff member clear information regarding your concerns. Stay calm; you may be angry and worried, but the tutor may not know the full details – your child may not have told them of their concerns, even though the tutor should be the first port of call.

- Be as specific as possible; provide dates, places and names of other children involved.
- Ask what will happen next and if there is anything you can do to help your child or the school.
- Stay in touch with the school; let us know if things improve as well as if problems persist.

Please note that staff will do their best to work quickly to resolve any bullying issue. However, all teaching staff have a teaching timetable and will need to set time aside when they are not teaching to undertake appropriate interviews and investigations, make phone calls, etc. This can take time.

### **If A Child Is Found Bullying in School**

- The incident will be recorded.
- Parents/carers will be informed and may be asked to come into school to discuss the problem, whilst the potential victim's parents will also be contacted.
- The incident will be investigated and those involved given a fair hearing. Witnesses will be sought to corroborate information made available.
- Appropriate sanctions will be applied. This could include a written or verbal apology to the victim, possible loss of privileges, detentions, and in extreme cases, exclusion.
- Work will be undertaken with the bully to help them to change their bullying behaviour.
- Relevant staff will continue to monitor the situation, checking with the student that the bullying has not reoccurred and that they now feel safe.

### **Finally...**

Our weekly conversations with students confirm that bullying has become a rare occurrence at our school. However, bullying does still happen at our school, as it does in all schools. Although most bullying is verbal and indirect, this can still have a significant affect on pupils, both emotionally and in terms of their personal development and academic potential. Our students tell us that they are confident in the systems we have in place to support them. This is very encouraging feedback, as we take our collective responsibility very seriously to ensure that bullying is effectively dealt with in Ludlow CE School.

Approved and Signed .....

On behalf of the School Performance Committee

Approved: October 2014

Review Date: September 2018