



## **Longacre School Anti-Bullying and Cyber-Bullying Policy**

**This policy includes the Early Years Foundation Stage**

**Policy updated: June 2025  
Policy to be reviewed: June 2026**

**This policy takes account of:**

- KCSIE, Keeping Children Safe in Education 2024
- DfE Guidance Preventing and Tackling Bullying, 2017
- DfE Advice for Parents and Carers on Cyberbullying, 2014
- DfE Advice for Headteachers and School Staff on Cyberbullying, 2014
- Longacre School Safeguarding Policy
- Longacre School Behaviour Management and Sanctions Policy
- Longacre School Online Safety Policy

### **1. Aims and Objectives:**

- The school is a caring community in which all members are actively encouraged to respect each other and develop interpersonal skills with all those with whom they have contact;
- We aim to be a supportive, friendly and safe environment which promotes good behaviour and respect for all of our pupils with helpful examples set by staff and older pupils and celebrations of success;
- Bullying is unacceptable behaviour and will not be condoned either by staff or pupils at our school;
- If bullying does occur, all pupils should be able to report it and know that incidents will be dealt with promptly and effectively. It should also be acknowledged that the seriousness of bullying, both physical and emotional, can cause psychological damage;
- All incidences of bullying or unkindness are taken seriously and staff are trained and expected to deal with them expediently;
- Anyone who knows that bullying is taking place is expected to tell a member of the staff. This applies to all, the witness, the bully and the victim. Everyone bears that responsibility to the school and the people in it.

## **2. Responsibilities of the School:**

- Regularly monitors and reviews the anti-bullying policy;
- Supports staff to promote positive relationships and identify and tackle bullying appropriately;
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy;
- Reporting back to parents or carers regarding our concerns of bullying and deals promptly with complaints. Parents work with the school to uphold the anti-bullying policy;
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate.

The term “staff” includes temporary, peripatetic, supply teaching staff and all support staff from all areas of the school including administration, catering, grounds and maintenance, etc. Sports coaches, gap year students, drama teachers and volunteers also form part of this group

## **3. Definition of Bullying:**

Bullying is behaviour by an individual or a group that is repeated over time that intentionally hurts another individual physically or emotionally and is often motivated by prejudice against particular groups.

Bullying can include name calling, teasing, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and Instant Messenger), sending offensive or degrading images by mobile device or via the internet, making silent or abusive phone calls, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture;
- Bullying related to special educational needs (these children are particularly vulnerable to bullying);
- Bullying related to appearance or health conditions or disability;
- Bullying related to sexual orientation, gender or homophobia;
- Bullying related to home circumstances or because a child is adopted or has caring responsibilities;
- Sexist or sexual bullying;
- Cyber bullying (social websites, mobile devices, text messaging, photographs and email).

## **4. Definition of Cyberbullying:**

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact over time against a victim who cannot easily defend themselves. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or instant messages or calls (including video) on mobile devices;
- The use of mobile device cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, to include (but not limited to) blogs, personal websites, social networking sites;
- Using email to message others;
- Hijacking/cloning email accounts;
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms to include Facebook, YouTube, Rate my teacher, Instagram or Snapchat;
- Sexting/Shared Images - primarily involves the sending and receiving of naked or semi-naked photos or videos via mobile devices.

Legal Implications:

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites;
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character;
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

## **5. Signs and Symptoms of Bullying and Cyber-Bullying:**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school;
- Does not want to go on the school bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or go missing;
- Asks for money or starts stealing money (to pay bully);
- Has unexplained cuts or bruises;
- Child comes home starving (not going to lunch?);
- Becomes aggressive, disruptive or unreasonable;

- Is bullying other children or siblings;
- 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 devices;
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **6. Preventing and Identifying Bullying**

The school will:

- Aim to prevent bullying and work to safeguard and promote the welfare of all pupils;
- Have clear policies communicated to all parents, pupils and staff and create an environment of good behaviour and rapport;
- Work with teaching staff and outside agencies to identify all forms of prejudice;
- Ensure both staff and pupils are aware of the seriousness of bullying and the consequences of ignoring it. This can cause psychological damage and potentially lead to suicide. This will be emphasised during anti-bullying training for all staff including those new to the School and Newly Qualified Teachers;
- Implement disciplinary sanctions which reflect the seriousness of an incident and which convey an effect, in line with the 'Behavioural Management and Sanctions Policy';
- Ensure that the entire community is aware that criminal laws exist which apply to harassment and threatening behaviour;
- Provide opportunities to develop pupils' social and emotional skills, including their resilience. This would include targeted input during PSHEE sessions and through assemblies, news items, charitable drives, use of case studies or projects in English and Drama, etc. A difference between people and the importance of highlighting prejudice-based language is key;
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the modelling of behaviour;
- Train all staff to identify bullying, understand the principles of and follow school policy and procedures on bullying. Staff will understand the legal responsibilities; the action required to resolve and present problems and be aware of sources of support available. Where applicable, specialised skills are appointed to better understand the needs of our pupils;
- This approach is centred on safeguarding the child and ensuring his/her welfare through the investigation and after the sanction has been served by the bullies. The sensitive and considerate management of the relationship between the bullied and the bully will be of paramount importance;
- The reliance of the child on us to get it right must encourage us all to keep communication with the children frequent and open.

## **7. Involvement of pupils:**

The school will:

- Canvas pupils' views on the extent and nature of bullying and cyber-bullying;
- Ensure pupils know how to express worries and anxieties about bullying both in and out of school; this includes ensuring they know who to tell. It is more important to report an incident, than to worry about who exactly to tell;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying (see the School's Behavioural Management and Sanction Policy). More so that pupils work within an environment of good behaviour and respect, with helpful examples set by staff, older pupils and celebration of success;
- Ensure pupils are clear about the part they can play to prevent bullying including when they find themselves as bystanders;
- Publicise the details of help lines and websites;
- Offer support to pupils who have been bullied;
- Work with pupils who have been bullying in order to address the problems they have.

## **8. Guidance for Pupils: – DARK**

**Don't wait** – tell an adult early on

**Avoid** being alone with the bully

**Refuse** to engage – don't reply to nasty taunts or cyber messages

**Keep** a record of what happens and when it happened.

**TRUST** your teachers and **TALK** to them. If you believe you or someone else is the victim of bullying or cyber-bullying, you must speak to an adult as soon as possible.

- Do not answer abusive messages but log and report them;
- Do not delete anything until it has been shown to your Form Teacher, parent or the Head (even if it is upsetting, the material is important evidence which may need to be used later as evidence);
- Do not give out personal account details;
- Never reply to abusive emails;
- Never reply to someone you don't know;
- Stay in public areas in chat rooms.

## **9. Guidance and Procedures for Staff:**

- Any report of bullying will be referred to the Form Teacher and the Deputy Head. Confidential records will be maintained;
- The pupil's Form Teacher and the school's Designated Safeguarding Lead should both be informed;
- Parents will be asked to attend a meeting with appropriate staff. The strength of the home /school relationship can be pivotal at bringing about a resolution;
- The seriousness of bullying is acknowledged by the sanctions used to respond to it. It can ultimately lead to exclusion if it is persistent and severe. See the Longacre Behaviour Management and Sanctions Policy for more detail;
- Support for both the victim and the bully will be provided in terms of emotional and physical care. Work may be done in group or individual sessions;

- Liaise with parents;
- The Form Teacher and Deputy Head will monitor behaviour and liaise to help us manage desired outcomes;
- Parental involvement will continue until a satisfactorily stable situation is achieved. This decision will rest with the class teacher and the Deputy Head;
- Detailed records will be kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

If staff suspect or are told about a cyber-bullying incident, they should follow the protocol outlined below:

Computers/Mobile Devices:

- Ask the pupil to get up on-screen the material in question;
- Ask the pupil to save the material;
- Print off the offending material straight away;
- Make sure all pages are in the right order and that there are no omissions;
- Accompany the pupil and take the offending material to see the Head.

#### **10. Guidance for Parents:**

It is vital that the school and parents work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that may be perceived as bullying or cyber-bullying.

- Parents can help by making sure their child understands the school's policy and procedures and how seriously Longacre takes these issues;
- Explain the legal implications relating to bullying and cyber-bullying;
- If parents believe their child is the victim of bullying or cyber-bullying, they should save all offending material and make sure they have all the relevant information before deleting anything;
- Parents should contact the Head as soon as possible. A meeting can then be arranged with the Head and other relevant staff.

#### **11. Liaison with Parents:**

The school will:

- Ensure that parents know to contact their child's Form Teacher, the Head of Department and Director of Studies or Head of Pre-Prep;
- Ensure parents know about our complaints procedure and how to use it;
- Ensure parents are informed of the system of sanctions and rewards and also the process of appeal on expulsion;
- Involve parents and communicate effectively;

This Policy links with a number of other school policies and practices including:

Concerns and Complaints Policy

Behavioural Management and Sanctions Policy  
Safeguarding Policy  
Online Safety Policy

**Organisations that can offer support:**

Advisory Centre for Education (ACE) 0300 0115142 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)  
Anti –Bullying Alliance (ABA) [Anti-Bullying Alliance | United against bullying](http://Anti-Bullying Alliance | United against bullying)  
Beatbullying [www.beatbullying.org](http://www.beatbullying.org)  
Children's Legal Centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)  
KIDSCAPE Parents Helpline 02078 235 430 [www.kidscape.org.uk](http://www.kidscape.org.uk)  
Family Lives [www.familylives.org.uk](http://www.familylives.org.uk) 0808 800 222  
Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)  
Childline: 0800 1111

---

DSCF: Department for Schools, Children and Families  
PSHEE: Personal, Social & Health Education