Longridge School
Anti-bullying Policy

NEWREFLEXIONS
Where every child matters

Introduction

At Longridge School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  Foster good relations between people who share a protected characteristic and people who do not share it.

At Longridge School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Head teacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values). Four guiding principles underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Longridge School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates .

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (but is not limited to):

Type of Bullying	Definition
Emotional	Being unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobia/biphobia • Transphobia • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Longridge learners due to their complex needs and related communication difficulties and reduced understanding of expected social skills may struggle to predict their own and other students' behaviour, interpret their body language, facial expressions and predict what they or others are thinking or feeling. In addition, they may find it harder to form and maintain friendships in school. Assemblies, whole school events and weekly PSHE lessons, offer students regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. Pupils are regularly reminded to tell an adult in school if they are concerned that someone is being bullied. All staff have training in understanding autism, ADHD, PDA and learning disabilities and teaching staff help students to understand and accept the differences that their peers may have in understanding and communicating their thoughts and feelings. Students are supported by experienced staff throughout the school day, including unstructured times such as break and lunch, to navigate interactions and develop their social skills.

Responding to Bullying

All cases of alleged bullying should be reported to the Head teacher/Deputy Head teacher or senior member of staff. In any case of alleged bullying, either the class teacher, the Head teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Head teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with

the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children

It is important that children are, and feel that they are, listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Take prejudice-based bullying seriously and listen to children affected by it
- Report any concerns you have

Last Updated	*September 2026*
Next Review due	*September 2027*
Reviewed by	*Head Teacher*