



**Longcause Community
Special School**

ANTI-BULLYING POLICY

Signature of Head:	Anne Hutchinson
Date:	17.12.2025
Minute Reference:	251

Reviewed by:	Harriet Allen
Review date:	December 2025
Checked by:	Anne Hutchinson
Master file location:	Admin Shared Drive
Next review date:	December 2026

Rationale:

We strive to create a culture based on our values of Respect, Determination and Friendship. At Longcause School, we believe that all children and members of staff have the right to be educated and to educate in a positive, caring, safe and secure environment and to be protected from others who may harm or abuse them.

Any child, in any family, in any school could become a victim of bullying. Staff should always maintain an attitude of 'it could happen here'.

Longcause School always acts swiftly with a process of investigation, communication and action. Longcause have a zero-tolerance approach towards bullying.

The impact on the mental health and emotional well-being of a victim of bullying can be profound. It can be of short-term duration or have serious consequences on future opportunities in life. We will not condone or tolerate any form of bullying at Longcause School.

We all have a responsibility to prevent occurrences of bullying and staff and pupils should feel confident and secure in the knowledge that any incidents will be dealt with promptly and effectively.

This policy applies to any incidents of bullying which may take place on school premises; however the school has an interest in the welfare and conduct of its pupils and staff and will respond to any information it receives about bullying outside of school.

This policy refers to anti-bullying procedures and strategies related to pupils and needs to be read in conjunction with The Safeguarding and Child Protection policy. Any concerns over safeguarding need to be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads immediately.

Intent:

To provide an environment in which:

- pupils and staff feel safe and secure
- bullying behaviour is not tolerated on any level
- pupils are supported to develop appropriate responses
- staff model expected behaviour by treating one another with courtesy and respect

Implementation:

We will:

- Be proactive in the prevention of bullying through the implementation of the LLfL and Positive Relationships curriculums as well as online safety lessons and adhering to whole-school policy and procedures.
- Monitor the effectiveness of strategies for preventing and stopping bullying behaviour.
- Take all reports of bullying seriously.
- Accurately record all incidents of bullying and the actions taken on CPOMS.
- Demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe.
- Address with students exhibiting bullying behaviour, the problematic behaviours and provide them with strategies and support to change the behaviour.
- Work with families of students exhibiting bullying behaviour

Definition of bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- an imbalance of power between the perpetrator and the victim

A pupil's concept of bullying varies with age and conceptual development. In its simplest form, bullying is any incident perceived by the victim or anyone else as intentionally hurtful, verbally, physically or indirectly. However, how it is recorded and dealt with will differ depending on the pupil's stage of development and understanding.

Types of Bullying

Bullying can be (but is not restricted to):

- **Physical:** Hitting, pushing, kicking, tripping up, punching, spitting, threats, being touched against one's will.
- **Verbal:** Name calling, teasing, taunting, insulting families, unkind remarks about someone's work, making fun of others, whispered comments, spreading nasty or false rumours, unkind comments about personal appearance, school achievements, disabilities.
- **Relational/Emotional/Silent:** Deliberate exclusion from social groups, stalking, rude gestures, ignoring, being sent unpleasant notes or made the subject of graffiti, incitement of other to become involved in bullying.
- **Technological (Cyber Bullying):** Offensive/threatening messages, photos or videos, either by text or through Social Networking sites/on the internet.
- **Racist:** Racial taunts or remarks or any other negative comment about someone's religion or background.
- **Homophobic/Biphobic:** behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.
- **Gender based (including transphobic):** behaviour or language which makes a young person feel unwelcome or marginalised because of their gender.
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Stealing/Damaging:** taking or borrowing things from someone without permission, careless or reckless breakage of property, hiding possessions.

Range of bullying

It is often directed at individuals or groups who are perceived to be different with the intention to denigrate, hurt or embarrass the victim. This may include:

- Discrimination against protected characteristics
- individuals who are less able than the bully or otherwise vulnerable
- members of a particular ethnic group, religion, social class or socio-economic group
- individuals who have disability or special education needs
- individual members of a particular gender
- individuals who are, or who are perceived to be LGBT+

This policy also applies to other types of bullying such as racist or homophobic motivated bullying and cyber-bullying which can affect both pupils and adults in and outside of school. All incidents of bullying will be recorded on CPOMS. Racial incidents will also be sent and monitored by Plymouth City Council.

Cyber-bullying

With technology being made increasingly available to children and young people, there is the potential for them to become a victim to online bullying.

Key forms of cyberbullying identified by the DfE and related guidance include:

- **Sending abusive messages:** This can be via text, email, instant messenger, social networking sites, or online games, and may contain threats or insults.
- **Sharing embarrassing or malicious content:** This involves creating and circulating images, videos, or private information designed to humiliate the victim.
- **Impersonation:** Perpetrators may create fake accounts or hijack a victim's online identity to post abusive comments or cause trouble in their name.
- **Exclusion:** Intentionally leaving someone out of online activities, games, or group chats can be a form of peer rejection.
- **Shaming online:** This involves publicly humiliating someone on various platforms.
- **Trolling:** Posting menacing or upsetting messages in public forums like chat rooms or comment sections to provoke a reaction.
- **Setting up hate sites or groups:** Creating dedicated online spaces to target and abuse a specific individual.
- **Manipulation:** Tricking someone into revealing personal information that can then be used against them.
- **Sharing explicit material (Sexting):** This includes pressuring someone to send sexual images, or sharing nudes and semi-nudes of a person under 18, which is an illegal activity.
- **Encouraging self-harm:** Pressuring or encouraging young people to harm themselves is a serious form of abuse.

Awareness of cyber-bullying will be raised through LLfL, Positive Relationships and Online Safety lessons for pupils and online safety/e-safety training for staff.

Pupil Understanding of Bullying:

Unfortunately, it may not always be possible for our pupils to inform a member of staff that they are being bullied or even to recognise that they are a victim of bullying. Students are taught how to identify bullying through LLfL, Positive Relationships and Online Safety lessons. Staff need to be vigilant of pupil's relationships with each other and discuss any concerns with the relevant class teacher.

A pupil whom is being bullied may display a change in behaviour such as:

- Not wanting to come to school
- Becoming withdrawn, anxious, or lacking in confidence
- Refusing to eat
- Being too frightened to say what is wrong
- A change in behaviour and regulation

We take into account the needs of some of our pupils for whom the concept of bullying is developing. Some pupils have limited communication skills and poorly developed reasoning and problem solving abilities which affect their understanding of cause and effect. They may express their anger and frustration in an inappropriate physical or verbal manner. The inability to empathise with others, and difficulties interpreting another's tone of voice, or body language, may also lead to adverse reactions which can be perceived as bullying behaviour.

Some pupils may target a weaker pupil because of the impact on adults i.e. gaining attention. While these actions may not follow the formal definition of bullying, they could lead to bullying and may be distressing for the victim or pupil who is targeted and should be dealt with. We cannot ignore aggressive physical or verbal behaviour towards a victim.

Many of our pupils do not have the levels of social confidence and competence, and the friendship bonds that can protect against bullying; therefore there is a whole school responsibility to ensure that ongoing teaching and learning takes place and that pupil snapshots reflect strategies to support pupils. Staff also offer additional emotional support to individuals, and risk behaviour plans are written when required to support children showing risk behaviour.

It is important to differentiate bullying from other forms of unexpected behaviour. Each single incident needs to be assessed by the classroom staff in relation to the definition of bullying, the perpetrator's stage of development and understanding, the effect upon the victim and the frequency of any similar behaviour.

Members of staff must not ignore any incidents where a pupil is verbally or physically abused, as the 'victim' will be feeling hurt and upset.

In line with the school's Safeguarding and Child Protection Policy, teachers should refer the issue to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. A functional analysis of behaviour can be undertaken in order to implement support strategies at an appropriate level for individual pupils.

We recognise that bullying behaviour is a problem for the bully and victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for both. The

way members of staff deal with incidents of aggression should take into account all-round needs.

If staff consider incidents to be bullying, then they must follow the procedures identified in this policy.

If an incident is not deemed to be bullying, it must be dealt with by informing SLT and the behaviour team who will arrange to support staff with discussions around appropriate strategies and next steps.

Prevention of bullying

All staff involved in the education and/or supervision of pupils will be made aware of signs of bullying and the need to apply the school's policy when episodes of bullying are witnessed or reported. All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. Staff will constantly reinforce the message that bullying is unacceptable and will take positive action to prevent and control by:

- promoting friendships
- presenting positive images of play interaction and friends
- ensuring that pupils are supervised at all appropriate times
- ensuring that all members of staff adhere to our Code of Ethics, our Equality and Diversity Policy, and our whole school Behaviour and Emotional Support Policy
- following up all instances of aggressive and inappropriate behaviour
- watching for early signs of distress and observing, listening to what the pupils are indicating either verbally or through changes in behaviour: listen, believe, act
- ensuring that appreciation and respect for all cultures are promoted
- helping pupils to develop strategies for the management of their behaviour resulting in positive assertive attitudes towards others and improving self-esteem
- encouraging pupils where appropriate to reflect on issues involving friendship and bullying throughout the weekly timetable, e.g. draw pictures/write stories;
- encouraging pupils, where appropriate, to listen to and read stories about friendship and bullying, with discussion afterwards to raise their awareness of the concept of bullying and positive image of friendship
- discussing, when appropriate, issues related to racism, homophobia and bullying
- using whole school occasions; for example assemblies, classroom activities such as LLfL topics
- collecting pupil voice through surveys and school council meetings

- at individual level with pupils who have been victims or bullies

Parent/Carer involvement

We recognise the important role parents and carers play in supporting their children and promoting change. We welcome the active involvement of parents and carers in bringing any issues under control. Parents and carers will be kept informed of any concerns the school has in relation to this issue.

Monitoring

The Headteacher must be informed about any bullying incident. Every bullying incident should be reported onto CPOMS.

Incidents of bullying are reported on CPOMS under the following headings:

- Physical bullying
- Verbal bullying
- Racial bullying
- Homophobic bullying
- Cyber-bullying
- Discriminatory incidents-bullying

All incidents of bullying are a safeguarding concern and are highlighted on CPOMS as child on child which is defined as: when a child abuses another child.

The frequency and intensity of any incidents will be regularly monitored by SLT and the behaviour team using CPOMS to ensure strategies are successful and to prevent any escalation of incidents. This analysis is reported termly to governors.

Equal Opportunities Statement

Each pupil's culture and sexual orientation is recognised and treated with respect across the curriculum and pupils are given the opportunity to share experiences and knowledge in order to raise self-esteem. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities.

Appendix 1

Type of bullying and preventative measures;

TYPE OF BULLYING	DEFINITION	PREVENTATIVE MEASURES
Emotional	Being unfriendly, excluding, tormenting	<ul style="list-style-type: none">● Training provided to staff including identifying changes in behaviour and signs of bullying.● Early identification and intervention with behaviour team monitoring CPOMS and working with teams● LLfL and Positive Relationships lessons focusing on positive interactions with others.● Promoting friendships.● Clear reporting system for pupils and staff.● Focus on mental health.● Pupil voice and student council meetings.● Whole school focus e.g. assemblies
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	<ul style="list-style-type: none">● Training provided to staff including identifying changes in behaviour and signs of bullying.● Early identification and intervention with behaviour team monitoring CPOMS and working with teams● LLfL and Positive Relationships lessons focusing on positive interactions with others.● Promoting friendships.● Clear reporting system for pupils and staff.● Pupil voice and student council meetings.● Whole school focus e.g. assemblies

TYPE OF BULLYING	DEFINITION	PREVENTATIVE MEASURES
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)	<ul style="list-style-type: none"> ● Training provided to staff including identifying changes in behaviour and signs of bullying. ● Early identification and intervention with behaviour team monitoring CPOMS and working with teams ● LLfL lessons based on diversity. ● Learning about different types of families and relationships in RSHE. ● Clear reporting system for pupils and staff. ● Promoting friendships. ● Pupil voice and student council meetings. ● School focus e.g. assemblies
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	<ul style="list-style-type: none"> ● Training provided to staff including identifying changes in behaviour and signs of bullying. ● Early identification and intervention with behaviour team monitoring CPOMS and working with teams ● LLfL lessons. ● Learning about different types of families and relationships in RSHE. Learning about consent and appropriate touch. ● Clear reporting system for pupils and staff. ● Pupil voice and student council meetings. ● School focus e.g. assemblies
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing	<ul style="list-style-type: none"> ● Training provided to staff including identifying changes in behaviour and signs of bullying. ● Early identification and intervention with behaviour team monitoring CPOMS and working with teams ● LLfL and Positive Relationships lessons focusing on positive interactions with others. ● Clear reporting system for pupils and staff. ● Promoting friendships. ● Pupil voice and student council meetings. ● School focus e.g. assemblies

TYPE OF BULLYING	DEFINITION	PREVENTATIVE MEASURES
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites	<ul style="list-style-type: none"> • Training provided to staff including identifying changes in behaviour and signs of bullying. • LLfL/Positive Relationships lessons and online safety lessons for pupils. • Promoting friendships • Clear reporting system for pupils and staff. • Pupil voice and student council meetings. • School focus e.g. assemblies

Child-on-child abuse

According to Keeping Children Safe in Education 2025, Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We understand that not all of our pupils would be able to communicate incidents of abuse so staff are vigilant in identifying changes in behaviour or possible signs of abuse.

At Longcause, we take a zero-tolerance approach to abuse. Safeguarding procedures will be followed for all types of child-on-child abuse including bullying. We acknowledge that anyone can make a complaint to the police about bullying but encourage staff, families and pupils to contact school in the first instance. All concerns of bullying should be reported to the Head Teacher and recorded on CPOMS. Please see our Safeguarding and Anti-bullying policy for further details.

Sexual Violence and Harassment

(Taken from Sexual Violence and sexual harassment between children in schools and colleges)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

All school staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

All staff should be aware of consent and it is about having the freedom and capacity to choose.

Statistically, pupils with SEND are three times more likely to be abused than their peers, this means our pupils are increasingly vulnerable and all staff need to recognise this. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Sexual violence

It is important as a school we are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence includes rape, assault by penetration, causing someone to engage in sexual activity without consent and sexual assault.

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful sexual behaviour

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent.



Abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider.

Harmful sexual behaviour can occur face to face, online or a combination of both.

Any disclosures or concerns regarding any acts of sexual violence and harassment should be reported to the Safeguarding Team immediately so appropriate action can be taken and relevant referrals including Police and

Multi-Agency Hub, can be made. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence would be decided as needed, taking into account the age and developmental stage of the alleged perpetrator, the incident itself and the balance between sanctioning and providing support. This harmful sexual behaviour will be addressed to 'help prevent problematic, abusive and/or violent behaviour in the future.' (Keeping Children Safe in Education).

Risk assessments will be made on a case by case basis by the DSL or DDSL immediately following a report. It will consider the victim and any support required, the perpetrator and any further action required to protect other pupils and adults. This will be recorded and reviewed as required. The DSL/DDSL will work closely with the police, Children's social care and specialist provisions as required. We will listen to the victim's voice and wishes as part of managing the allegation or disclosure. We will keep the victim at a reasonable distance from the alleged perpetrator whilst on school grounds.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Pupils will have targeted RSHE lessons, taught to their understanding and developmental stage, which will include:

- Consent
- What respectful behaviours look like
- Healthy relationships
- Importance of reporting

Please refer to our child protection and safeguarding policy for more information.