

Lickhill Primary School



Anti-bullying Policy

Date of policy: February 2018

Ratified by the Governing Body on: 5.2.18

Signed : *A. Bhardwaj*

(Chair of Governors)

1. Rationale/Introduction

1.1 Bullying in all of its manifestations, towards children or adults is completely unacceptable and will not be tolerated. The school will take any reports of bullying behaviour very seriously. No-one deserves to be bullied; it is not their fault, everyone has the right to be treated with respect. This policy states how we address incidents of bullying at Lickhill Primary School.

What is bullying?

1.2 The Government defines bullying as:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

1.3 Adult definition:

Bullying is consistent/sustained physical, or psychological, deliberately hurtful behaviour conducted by an individual or a group against an individual who is not able to defend themselves in the actual situation.

1.4 The children were asked this question and the following definition was derived:

Bullying is being mean - several times - on purpose.

It is when one person or group with more power does something to hurt, upset, frighten or threaten someone else deliberately.

The person being bullied finds it hard to stop this happening. Bullying results in: worry that it might happen again, pain, fear and distress for the person being bullied.

Bullying can be:

- Emotional being unfriendly, never letting somebody play, forcing you to give them things, threatening gestures, scary looks, hiding things, whispering behind your back, starting rumours, excluding people.
- Verbal name-calling, sarcasm, getting people into trouble when they've not done anything, teasing, threats, making rude comments.
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching, taking people's things.
- Personal Any unfavourable or negative comments, gestures or actions Which are: Racist – making fun of: culture, religion, skin or hair colour. Homophobic – making an issue of sexuality. Sexual – unwanted physical contact or sexist comments. Related to disability, health conditions, special educational needs (including gifted and able) or any physical feature.
- Online/cyber posting negative things on websites, sending offensive text messages or emails or other Messages.

BULLYING IS NOT

It is important to understand that bullying is not the odd occasion of 'falling out'. Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilize these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary.

It may not be bullying when people of roughly the same strength (including social strength) have a fight or disagreement.

It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

WHERE DOES BULLYING HAPPEN?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents in accordance with the school's policy.

Bullying could also happen away from school at clubs and activities. At LPS we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

2. Aims and Objectives

2.1 Under the aims of this policy we have high expectations **to eradicate bullying from our community** thereby:

- providing a secure and inclusive community for all
- ensuring a happy atmosphere in which all learners can reach their full potential
- fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members

3. Strategies/Implementation

WHAT DO WE DO ABOUT BULLYING?

A. Talk about it – a telling school...

Lickhill Primary School staff work hard at developing the knowledge, understanding and skills to enable children to 'tell' about bullying behaviours. Children will be facilitated to discuss their concerns not only as victims but, crucially to the success of this, as bystanders or witnesses. Even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. If they do not 'tell' then they are in fact condoning the bullying. These witnesses need to be aware that they will be safe from bullying themselves. It's a deterrent because the bully knows that he/she won't get away with it. Bystanders are the key to resolving bullying. All instances of bullying are recorded in an Anti-bullying log (kept in the Deputy Head's office).

Members of the school council and peer mentors should know that they may be approached with reports of bullying behaviour and that they should pass these directly to a member of staff.

In addition to verbal communication the school also has a system of boxes for notes to be placed in within all classes.

– these are monitored frequently by class teachers. Children can also raise their concerns about bullying by contacting members of their school council and in circle times. Children can always use the homework diary/reading record to identify that they would like to discuss an issue.

Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and to them also. They need to feel secure in that their feelings will be respected and that the bullying should come to an end.

The level and impact of the bullying behaviour needs to be established and agreed by relevant staff members so that appropriate further action can be taken.

B. Consequences...

Consequences for acts of bullying will be applied in line with our Behaviour Management Policy. If a child found to have been bullying others has relevant SEND or emotional difficulties these will be considered carefully before applying punishments, although we recognise that bullying is unacceptable under any circumstances. The seriousness and impact of the bullying will be considered before deciding on the level of consequence.

Consequences of actions are very important and the message goes beyond the punishment itself. There is a clear message that bullying is not tolerated, both children and parents/carers can recognise that something has been done.

C. Restorative justice...

This is one of the strategies that make up the whole of our response to bullying and children (who have bullied) will be expected to go beyond an apology – they will need to write a letter (age appropriate – supported with a scribe as appropriate) which states that they recognise how the bullying made their victim feel. It should also state that they will cease the bullying act and that they will not hold any grudge. Should the statements in this letter (which will be kept on file) be broken then the bully will face further consequences in line with the behaviour management policy.

D. Support for the bully

Where sufficient evidence has been gathered the bully will undergo mentoring sessions with an identified adult. Parents will be called into school for a meeting with the class teacher and a member of the Senior Leadership Team.

E. Circle time/Philosophy...

The staff of this school values the impact of Circle Time/Philosophy which has a regular place in the curriculum for all children. These are serious activities undertaken with full respect for all.

With regard to bullying issues sensitivity must be shown especially towards victims or potential victims of bullying. No child should at any time feel intimidated in Circle Time. There is a huge opportunity for Circle Time to have a valuable contribution towards raising awareness, understanding and developing skills in coping with bullying. It is also a very helpful vehicle to reinforce the message about the importance of everyone taking responsibility for the occurrence and continuation of bullying.

Adopting a version of the 'no blame approach' to anonymous situations would be very useful in certain situations during Circle Time – it is not part of the school's approaches in general.

For more details of circle time, reference should be made to our PSHE Policy.

When bullying takes place outside school premises the following steps could be taken:

- a. Staff could talk to the local Community Police Officer, the Head Teachers of other schools whose children may be involved, or activity leaders.
- b. Children, parents/carers and staff could discuss how to handle these situations, who might be able to help and to how to avoid bullying situations.

The ethos of this school is centred on our vision statement with the value of respect at its centre. We believe this is a major factor in helping to lessen bullying behaviour. ***What follows are summaries of the strategies we will be employing at LPS to ensure that incidents of bullying are minimised at our school.***

- c. All children need to be aware that bullying will not be tolerated in any circumstances and should be encouraged to talk about the issues
- d. All children need to understand what is acceptable and what is unacceptable behaviour
- e. All reports of bullying behaviours need to be very carefully and sensitively explored and staff will respond calmly and consistently to these
- f. Roles and responsibilities of the whole community clearly defined.

Playtime is an influential and important time in a child's school day. Here children are free to form friendships, to structure their own play and to demonstrate self-discipline and respect towards each other.

In reality at times these breaks can be stressful for pupils and staff and there may be difficulties with relationships. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning. In our school children are able to address this during circle time, via school council representatives and/or to any member of staff.

To increase harmonious play and minimise stress the following strategies are in place/being introduced: Zoning of the playground to indicate what activities can be undertaken there, 'friendship stops', access to playground equipment and initiatives. During lunchtimes purposeful play through 'Jumping Jaxx' help children to play cooperatively and provides opportunities for the older children to be play leaders and role models for the younger pupils.

In addition

For children through...

- g. Using praise and rewards to encourage good behaviour
- h. Encouraging the whole school community to model appropriate behaviour and respect towards each other
- i. Developing appropriate self-esteem for all children
- j. Highlighting the role of School Council at the start of each half term upon returning to school
- k. Circle time/philosophy sessions (supported by PSHE materials)
- l. Class discussions around class and school rule/code of conduct
Special events – e.g. Anti-bullying Week
- m. Writing about bullying, drama activities, reading and being read stories about bullying
- n. Role play to help children understand respect and teach them strategies for dealing with bullying situations – whatever their role
- o. Anti-bullying displays, notice boards
- p. Posters highlighting issues (including those produced by children) around school
- q. Questionnaires
- r. Assemblies
- s. Dealing with incidents

For parents/carers

through ...

- t. Communicating through newsletters/communication books
- u. Meetings
- v. Discussions at start of day at the gate
- w. Posters on parents notice boards
- x. Consultation on this policy
- y. Open door policy
- z. Clear vision and ethos
- aa. The school website
- bb. Behaviour charter / home/school agreement

Anti-bullying Guidance

Through consultation with children and government studies different roles within bullying have been identified:

- cc. The ring-leader, the person who through their social power can direct bullying activity.
- dd. Assistants/associates who actively join in the bullying
(sometimes because they
- ee. Reinforcers who give positive feedback to the bully, perhaps
by smiling or laughing.
- ff. Outsiders/bystanders who stay back or stay silent and
thereby appear to condone or collude with the bullying
behaviour.
- gg. Defenders who try and intervene to stop the bullying or
comfort pupils who experience bullying.

It should be noted, however, that the same pupil can adopt different roles at different times.

What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the victim, staying silent means the bully has won and gives them more power. There are ways you can support the person being bullied without drawing attention to yourself.

- TELL – tell a member of staff (a teacher, teaching assistant, mid-day supervisor, member of the office staff)
- TELL – tell another pupil (older child, school council representative, friend)
- TELL – another adult (parent/carer, grandparent, relative, club leader)
- TELL – an organisation (Childline, NSPCC, Kidscape)
- Ask someone you trust what you should do
- Let the person being bullied know that you will get help
- Encourage the person being bullied to talk to someone and get some help
- DON'T smile or laugh at the situation
- DO try to be a friend to the person being bullied
- DON'T be made to join in
- If you feel you can help/encourage the person doing the bullying to stop
- DON'T rush in to take the person who is bullying on

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe and to be respected. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. Children were asked what you can do if you are being bullied and here are some of the strategies they suggested:

- i. If you are bullied in school **tell** someone you trust (see above list). If you are bullied outside school **tell**
- ii. If you don't feel you can talk to someone about it, write it down or ask a friend to go with you when you tell
- iii. When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?)
- iv. Keep a diary of what's been happening and refer to it when you tell someone
- v. Pretend you are confident even when you are scared. Keep walking away and ignore them. Try not to let the bully know that he/she is making you feel upset
- vi. Laugh at or ignore comments or teasing. Remember they may want your scared reaction and humour or silence might throw them off. You have to keep it up for a while until they get bored
- vii. Get away as quickly as you can
- viii. Do not stop if they confront you. Keep on walking
- ix. Stay in a crowd. Bullies usually pick on children on their own.
- x. Be assertive - you can tell them to "Stop bullying me!" or something to that effect, but you must say it angrily and walk away immediately. Practice this in the mirror
- xi. Ask a member of the bully gang when they are on their own why it is necessary to gang up on one person
- xii. Don't suffer in silence
- xiii. Don't blame yourself for what is happening
- xiv. Call a helpline.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Telephone Number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiries) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com

INDICATORS OF BULLYING

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

- hh. Is frightened of walking to or from school
- ii. Doesn't want to go to the school on the bus/taxi
- jj. Begs to be driven to school
- kk. Changes their usual routine/route to school
- ll. Begins truanting
- mm. Becomes withdrawn, anxious or lacking in confidence
- nn. Starts stammering
- oo. Cries themselves to sleep at night or has nightmares
- pp. Feels ill in the morning
- qq. Begins to under perform in school work
- rr. Comes home with clothes torn or books damaged
- ss. Has possessions go "missing"
- tt. Asks for money or starts stealing money (to pay the bully)
- uu. Has unexplained cuts or bruises
- vv. Comes home starving (snack/sandwiches have been stolen)
- ww. Becomes aggressive, disruptive or unreasonable
- xx. Starts swearing or using aggressive language for no apparent reason
- yy. Is bullying other children or siblings
- zz. Stops eating
- aaa. Attempts or threatens suicide or runs away
- bbb. Is frightened to say what's wrong
- ccc. Gives improbable excuses for any of the above

RECORDING AND REPORTING OF BULLYING

It is policy that all staff will respond calmly and consistently to all allegations and incidents of bullying at LPS. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support everyone involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure

will be used for reporting and responding to bullying allegations or incidents.

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to everyone involved in the incident/s separately where necessary, however on occasion it may be more suitable to discuss the matter as a group.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
7. Staff will reinforce to the person bullying that their behaviour is unacceptable.
8. The person/people bullying may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see behaviour policy).
9. If possible the parties will be reconciled.
10. An attempt will be made, and support given, to help the person/people bullying understand and change his/her, their behaviour.
11. In cases of bullying, the incidents will be recorded by staff on the standard Incident Report Sheet. All reports will be kept in the School office.
12. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
13. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
14. Bullying incidents will be discussed regularly at staff meetings.
15. Reports on significant bullying incidents will be presented to the Governors.
16. If necessary and appropriate, the Child Protection Officer in school, Social Services, Unions, LA or police will be consulted.

