



# Lenham Primary School

## Anti-bullying Policy

Approval Body	School Improvement Committee
Approval Date	30 <sup>th</sup> April 2014
Date for Review	30 <sup>th</sup> April 2017
Signed - Committee Chair	Karen Parker
Signed - Headteacher	Jenny Young
EIA Completed Date:	

## **Contents:**

- 1. Introduction**
- 2. Definition of Bullying/Cyber-bullying?**
- 3. Forms of bullying covered by this policy**
- 4. Preventing, identifying and responding to bullying**
- 5. Recognising the signs of bullying**
- 6. The role of governors**
- 7. The role of the head teacher**
- 8. The role of the staff**
- 9. The role of parents**
- 10. The role of children**
- 11. What can children do if they are being bullied?**
- 12. What do you do if you know someone is being bullied?**
- 13. Reporting an incident of bullying**
- 14. Bullying outside school premises**
- 15. Checklist for investigating an Incident**
- 16. Course of action**
- 17. Support**
- 18. Liaison with parents and carers**
- 19. Monitoring and review**

## 1. Introduction

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Lenham Primary School supports an anti bullying ethos.

S89 Education and Inspections Act 2006 provide that maintained schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents.

The anti bullying policy takes its place within the general aims of the school. It has close links to the following policies

- Safeguarding and Child Protection,
- Behaviour and Discipline
- Exclusion

And is set within the framework of The Every Child Matters Agenda.

Although bullying in itself is not a specific criminal offence it is important to bear in mind that some types of harassing or threatening behaviour or communications could be.

## 2. Definition of Bullying/Cyber-bullying

### Bullying

Is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

### Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. 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.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

### **3. Forms of Bullying covered by this policy**

Bullying can happen to anyone. It can be

- a. Related to race, religion or culture
- b. Related to special education needs
- c. Related to appearance or health conditions
- d. Related to sexual orientation
- e. Bullying of young carers or looked after children or otherwise related to home circumstances
- f. Sexist or sexual bullying
- g. Cyber bullying

### **4. Preventing, Identifying and Responding to Bullying**

In order to achieve this we will:

- a. Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- b. Actively provide systematic opportunities to develop pupil's social emotional skills, including their resilience.
- c. Consider all opportunities for addressing bullying through the curriculum, through displays, through peer support, Circle Time, Acts of Worship and through the social council.
- d. Ensure all staff follow school policy and procedures on bullying
- e. Actively create safe spaces for vulnerable children.

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses individually using Restorative Justice Procedures\* and questions.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- If the bully owns up then sanction procedures outlined in the Behaviour Policy will be followed
- Incidents of bullying are recorded in the School Incident Log and kept in the Head Teachers office.
- Consistently use Restorative Justice Procedures with all children.
- Keep an informal log of incidents if there are concerns
- Involve all parties together to discuss the issues if agree by all parties
- Allow children time to sort things out.

- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents
- Follow up with further discussions with individuals as and when appropriate
- When necessary support children individually or together
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see Behaviour Policy)

### **Prevention & strategies to reinforce Antibullying:**

- Anti bullying week
- Children are made aware of the strategies to deal with low-level issues and what to do in different situations including situations of cyberbullying.
- Children participate in role-play work in class as part of PSHE.
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- The school has an open door policy
- A whole school reward system
- The school supports peer mediation by older pupils
- Good quality role models
- Adult modeling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- Children are encouraged to report any incidents
- E-safety frequently discussed and taught
- Use of Play Leaders
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

### **5. Recognising the signs of bullying**

Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Lateness or hanging back
- Becomes withdrawn anxious, or lacking in confidence
- Lack of enthusiasm for any activities, including class treats
- Starts stammering
- Distracted, jumpy or forgetful
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Asks for money or makes unusual demands
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating, lack of appetite
- Persistent inability to sleep
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

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

## **6. The Role of governors**

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school’s Antibullying policy.
- If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If they remain dissatisfied with the outcome, they should contact the Head Teacher. If they are still dissatisfied, they should contact the Governing Body via clerk.

## **7. The Role of the Head Teacher**

- It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

## 8. The Role of all staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and by using Restorative Justice Methods to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- There is an anti-bullying proforma in which staff records all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it in the log. This will be kept in the Head Teacher's office.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with school procedure, including counselling and support for both the victim and perpetrator of the bullying.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.
- Publicise details of helplines and Antibullying websites

## 9. The Role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children - for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully.
- Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via clerk.

## 10. The Role of children

The school will involve children in updating the school in respect of this policy by:

- Regularly canvassing children's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying activities in school
- Offer support to students who have been bullied
- Work with children who have been bullied in order to address the problems they have.

## 11. What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside - say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse - don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way that will end the bullying and will not make things worse for you.

## 12. What do you do if you know someone is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

## 13. Reporting an incident of Bullying

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and Headteacher.

The Headteacher will be in charge of the recording and overseeing of serious incidents and will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- Staff investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach the teacher responsible for student behaviour and welfare.
- The member of staff and the teacher responsible for student behaviour and welfare should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If deemed to be bullying, the teacher responsible for student behaviour and welfare will speak to the pupils involved and proceed accordingly. If the matter can be resolved in school without the need for parental contact then this will be done and monitored by the appropriate member of staff and the Headteacher. It may be decided that parents should be informed immediately and the Headteacher will do this. A written copy of events will be kept and this will be updated until the situation has been resolved.
- In serious cases parents will be informed that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the Headteacher to discuss incident.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the schools discipline policy.

#### 14. Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

#### 15. Checklist for investigating an incident

- Who was involved - is there or are there apparent victims? Is so who is it/are they?
- In what way did the victims suffer?
- How did the incident start?
- Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

A first offence of e.g. name-calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

#### 16. Course of Action

##### Stage 1

- Directed peer mentoring to promote reconciliation between parties.
- Discussion focused on the emotional consequences and impact of bullying. Also parties made fully aware of consequences of continued bullying according to anti - bullying policy.

- Monitoring of interaction between parties over a fixed period. (Initially 2 weeks but longer in more severe cases.)
- Parents informed of actions taken.
- Actions logged in class incident books

### **Stage 2 (In possible Conjunction with Stage 1)**

- Restorative justice (both parties sitting down and rationally discussing how the incident has affected them to promote understanding and prevent future incidents) - possible actions to make amends:
  - A letter written
  - Acknowledge to both oneself and the victim that the bullying behaviour requires amends to be made
  - Agree possible amends
  - Parents informed of actions taken and involved with consequences
  - Actions logged in class incident book

### **Stage 3**

- Sanctions to be implemented according to persistence and severity of incident. (Loss of privileges, segregation)
- Parents informed of actions taken
- Actions logged in class incident book

### **Stage 4**

Fixed Term Exclusion

### **Stage 5**

Permanent Exclusion

## **17. Support**

### **Victim**

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, and parental support and outside agency support may all be essential to ensure that the victim does not suffer any long-term effects. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Perpetrator(s)**

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully.

Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

### **Useful websites**

[www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)

[www.antibullying.net](http://www.antibullying.net)

[www.stopbullying.gov](http://www.stopbullying.gov)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

## **18. Liaison with parents and carers**

The school will:

- Ensure that parents / carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents/carers know where to access independent advice about bullying
- Work with parents and the local community to address issues beyond the school gates that gives rise to bullying

## **19. Monitoring and review**

The Headteacher monitors this policy on a day-to-day basis. She will report to governors on request about the effectiveness of the policy and as part of her report to the full governing body. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's Antbullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher.

Governors analyse information for

- Patterns of people, places or groups. They look out in particular for racist
- Bullying, or bullying directed at children with disabilities or special
- Educational needs.

This policy will be reviewed every time an incident of bullying occurs, to ensure it remains robust and fit for purpose, or in accordance with the school's review cycle, whichever is the earliest.

This policy links with a number of other school policies

- Complaints
- Behaviour and Discipline
- Confidentiality
- Safeguarding and child protection