



# Long Lawford Primary School

Love, Learn, Persevere and Succeed

## Anti-Bullying Policy

<b>Approved by:</b>	<b>Head teacher</b>	<b>Claire Stringer</b>
	<b>Chair of Governors</b>	<b>Sharon Smyth</b>
<b>Adopted by Governors</b>	<b>September 2021</b>	
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## **Introduction**

The aim of the anti-bullying policy is to ensure our school is a place where every person has the right to be themselves, to be included and that pupils learn in a supportive, caring and safe environment without the fear of being bullied. At Long Lawford Primary school we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Everyone at our school is equal and treats each another with respect and kindness. We all work together to ensure that every child achieves and are able to **Love, Learn, Persevere and Succeed.**

The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

### **Statutory duties of school:**

Headteachers have a legal duty under the School standards and Framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of pupils (Education act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

### **Links to other policies:**

This policy has links to the following school policies and procedures:

- Behaviour Policy 2021
- Equality Information and Objectives Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Complaints procedures
- SEND Policy 2021-22

### **Definition**

We define bullying as 'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

**STOP**  
(Several Times On Purpose)

## **What does bullying look like, feel like, sound like?**

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it;
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident;
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:

- **Physical aggression** – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- **Verbal** – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- **Non-verbal** – staring, body language, gestures
- **Indirect** – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- **Cyber** – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including the self-generated inappropriate images), nasty inbox messages

## **Who bullies? Who is bullied?**

**Anyone** has the capacity to bully. **Anyone** can be bullied.

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people. A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid-term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

## **Types of Bullying:**

There are various types of bullying which can be summarised as:

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- Sexual orientation –homophobic, transphobic or biphobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g., moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Transgender – based on perception of gender identity
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers.
- Related to home or personal situation

**Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

**Identifying and reporting concern about bullying:**

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report bullying by talking to a member of staff or trusted adult.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

### **Responding to reports about bullying:**

#### **School**

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of
- staff who has been made aware of it, or it may be shared with a member of the Inclusion Team who has time to respond more promptly.
- A clear account of the concern will be recorded on CPOMs
- Staff will interview everyone involved and update the CPOMs log
- Parents and other relevant adults will be kept informed.

Where bullying occurs outside school, and it is appropriate to do so, any other relevant schools or agencies will be informed and/or advice/support obtained.

Staff will apply restorative practises in order to arrive at a resolution for all involved and parents of individual pupils will be informed of such in regard to their specific child.

#### **Pupils**

Pupils who have been bullied will be supported by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Informing parents.
- Establishing the wrongdoing and need to change.
- Holding restorative conversations to share their feelings and wishes and seek resolution
- The use of special interventions and/or referrals to other agencies, where appropriate.

#### **Parents**

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, i.e. in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone
- Referral of the family to external support agencies will be made, where appropriate.

### **Preventative measures:**

The school will:

- Raise awareness of the nature of bullying through assemblies, PSHE curriculum and focus lessons, awareness days, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a learning environment where all pupils
- feel safe, secure and valued and know they will be listened to and taken seriously in line with the values.
- Consider the use of specific strategies which address the specific circumstances for the bullied pupil and/or the perpetrator.
- Ensure children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Create a climate where bullying and violence are not tolerate
- Develop peer support systems to prevent and respond to bullying
- Ensure that staff model positive relationships and a restorative approach at all times
- Train all staff to identify and address bullying
- Run interventions to support children with friendships, self esteem, confidence and social skills.

#### **Anti-Bullying Ambassadors:**

- The school has a team of Anti-Bullying Ambassadors made up of pupils from different year groups.
- These pupils meet regularly to discuss how to continue to prevent bullying and increase awareness.
- They will also write a 'Child Friendly Anti-Bullying Policy'.
- They are often involved in assemblies and awareness days as well as collecting and feeding back pupil voice and opinion.