

Lambley Primary School



Anti-Bullying Policy (Summer 2019- Summer 2022)

Lambley Primary School Governing Board

ANTI-BULLYING POLICY

Statement of Intent

At Lambley Primary School, we believe that pupils, parents and carers, and all our employees should have a safe and secure environment free from discrimination, harassment and victimisation. We want Lambley to be a place where diversity is celebrated and individuals feel valued and respected for who they are. We want our community to feel safe and all our children to feel supported to achieve their full potential irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances.

Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to inform a member of staff and know that incidents will be dealt with promptly and effectively. At Lambley Primary School we take care of each other and stand up to bullying. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We also want parents/carers to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and well.

It is also important that staff and visitors are protected from bullying. We have a separate Whistleblowing Policy and Code of Conduct Policies for Staff, Governors and also for Parents, Carers and Visitors to Lambley Primary School. These policies help to protect members of the school community from bullying or abuse.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- through regular agenda items at staff meetings (Pupil First)
 - Governors - discussions at governors meetings and through Working Parties
 - Parents/carers - parents will be encouraged to contribute by taking part in written consultations and parent forum meetings
- Pupils contribute to the development of the policy through the Pupil Voice group, anti-bullying week activities and PSHE discussions.

This policy is available:

- Online at www.lambleyprimaryschool.org.uk
- From the school office and will be provided within 5 working days.

Roles and responsibilities

The Head Teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: the Headteacher

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Mr N Wildgust

Definition of Bullying

For the purpose of this policy, bullying is defined as follows:

Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

As defined by the Anti-bullying Alliance: www.anti-bullying.org.uk/about-us.aspx

[For extended definitions of bullying types, please refer to Appendix 1].

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

It is agreed that bullying results in pain and distress and that the victims are often powerless to defend themselves.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger then intervention is urgently required.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

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What forms does bullying take?

Bullying can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures (see Equalities of Opportunities Policy)
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera phones

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying is any behaviour that is intended to hurt or frighten another person or group of people. It usually takes place over a period of time. It may involve hitting, taking belongings, name calling or making offensive remarks. Sometimes bullying is less direct, for example, spreading nasty stories about someone, being excluded from friendship groups, sending malicious emails or text messages.

Some bullying is targeted at people because of their differences, the way they look, their religion, race, family background, or sexual orientation. Other differences may include a person's taste in music or sport, their hairstyle or what they wear. Whatever the reason for bullying, it needs to be taken seriously and responded to quickly.

Why are children and young people bullied?

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, beliefs or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. It can be perpetrated outside school, in the local community, on the journey to and from school and may continue into other phases of a child's education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why is it important to respond to bullying?

Lambley Primary School expects all children to be able to achieve their full potential; being unhappy prevents this from happening. No one should be a victim of bullying. Everybody in the school community has the right to be treated with respect. Children who are bullying also need to learn different ways of behaving.

Consequently, it is agreed that **ALL members of staff** have a responsibility to respond promptly and effectively to issues of bullying.

Both children and adults often do not report cases of bullying because they feel it is their fault and they are to blame. Everyone in the school community therefore needs to receive the clear message that nobody ever deserves to be bullied!

In order to support and encourage both staff and children to report bullying the following systems are in place:

- confidential and varied routes to report bullying, including “Worry Boxes’ and Feelings Boards in the classrooms, Pupil Voice representatives, Buddies, opportunities during one-to-one sessions with TAs, volunteers, teachers, Nurture TA, Head Teacher etc;
- effective and fair investigations;
- listening strategies;
- follow up systems to ensure that agreements are sustained;
- a whistleblowing policy and procedures for staff.

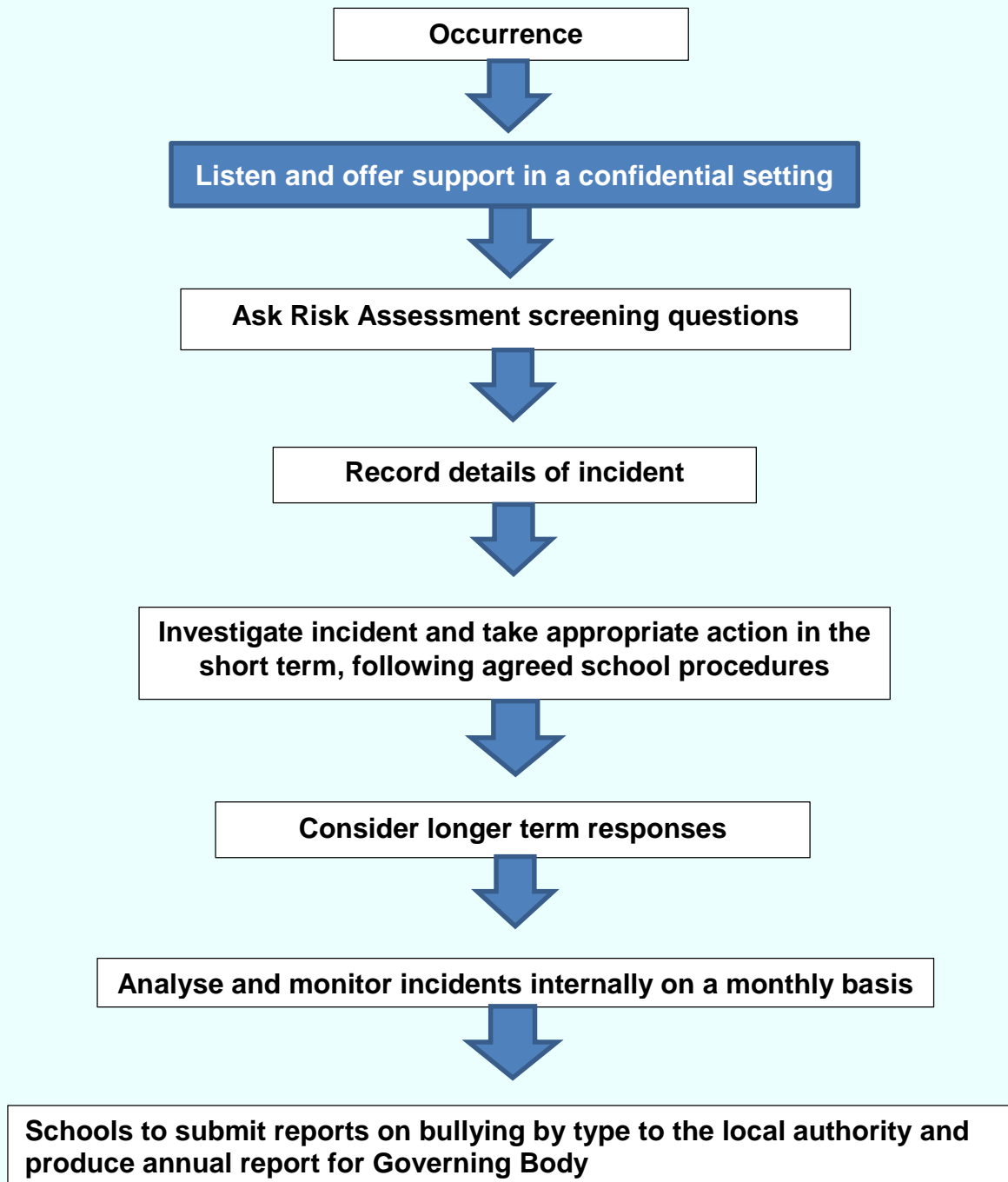
Parents are frequently the ones to learn about bullying incidents. In view of this the school:

- encourages parents to inform their child's class teacher straight away of any bullying concerns, so that they can be ‘nipped in the bud’ and dealt with;
- ensures that its administration staff understand the systems and procedures, are clear about the steps to be taken, and sensitive to the emotional needs of parents;
- aims to instil confidence in parents that their concerns will be taken seriously, a prompt investigation will be carried out, and that any action taken will not make the situation worse for their child;
- will ensure that all staff respond to, and follow the school's outlined procedures within agreed timescales, and provide parents with updates and reports of progress;
- aims to ensure that parents are clear about how to take further action if they do not feel that their concern has been properly addressed. They will be directed to the school’s Complaints Policy and school will follow the procedures outlined in this.

Procedures

1. Report bullying incidents to staff. They will investigate and ascertain as much ‘factual evidence’ as possible and make a judgment
2. A clear account of the incident will be recorded and given to the Headteacher
3. If deemed appropriate, the incidents will be dealt with directly by the Deputy or Head Teacher who will interview all concerned and record the incident.
4. Where bullying is identified parents/carers should be informed and will be asked to come in to a meeting to discuss the problem
5. Class Teachers and parents will be kept informed of any developments
6. The wider staff team will be informed of necessary details through ‘Pupil First’ in staff meetings or briefings
7. If necessary and appropriate, police will be consulted
8. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
9. An attempt will be made to help the bully (bullies) change their behaviour
10. Bullying and Prejudiced-based incident flow chart will be followed

Bullying and prejudice-based incident flow chart



Pupils who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience with an available member of staff of their choice.
2. Reassuring the pupil
3. Offering continuous support

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and need to change
4. Informing parents or guardians to help change the attitude of the pupil.
5. The bully (bullies) may be asked to genuinely apologise.

Outcomes

1. Over time, self-esteem and confidence will be restored
2. The School Behaviour Policy will be followed with regards to consequences for the bullying behaviour
3. As a last resort, fixed term or permanent exclusion will be considered
4. If possible, the children will be reconciled
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods to prevent bullying. As and when appropriate, these may include:

- Citizenship/ PSHE curriculum time
- Reviewing 'The Lambley Way'
- **Involvement in the anti-bullying alliance's All Together Now Programme**
- Whole school themed assemblies based on values such as Equality, Respect of Justice
- writing a Code of Conduct
- signing a behaviour contract or 'Class Charter'
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or in assembly
- making up role-plays
- **use of social stories**
- having discussions about bullying and why it matters
- Anti-bullying week in November
- Playground Leaders
- Nurture TA support
- Small group interventions
- ELSA Intervention programme
- Weekly 'check ins'
- Buddies and Buddy Leaders
- Pupil Voice group
- Structured Conversations with parents/carers
- Specific curriculum input on internet safety

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (Pupil First section at beginning of each Staff Meeting). The effectiveness of responses and actions will be evaluated to plan and any patterns, trends or emerging issues will be identified to plan future actions. This information will be presented to the governors as part of the annual report by the Head Teacher on discipline.

Reference documents and related policy documents

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies Nottinghamshire bullying and hate incident guidance for schools (Jan 2015)
The Ofsted Report *No Place for Bullying; How schools create a positive culture and prevent and tackle bullying*, 2012

This policy links to our school child protection policy in reference to peer on peer abuse.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullyingalliance.org.uk

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Anti-Bullying Alliance All Together Now Project: www.anti-bullyingalliance.org.uk/aba-our-work/our-programmes/all-together-whole-school-programme-schools

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Bullying UK - www.bullying.co.uk

Childline- www.childline.org.uk

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Kidscape - www.kidscape.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Guidance

DFE Guidance - www.gov.uk/bullying-at-school/the-law?GOV.UK
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
www.teachernet.gov.uk/publications
Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications
Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

HELP ORGANISATIONS:

Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Childline	0800 1111

Anti-Bullying Policy

Document History:

Created by: Vicky Dilnot (Headteacher)

Date: January 2016 (to be reviewed at least every 3 years), Reviewed January 2019

Reviewed again March 2019 following LA Quality Assurance check.

Date of next review: Summer 2022

Signed:

**Designation: Vice Chair of Governing
Body**

Date:

Anti-Bullying Governor

Date:

Appendix 1

Extended Definitions of Bullying & Ways to Challenge Prejudice-based Language

Peer on Peer Abuse

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:-

- Sexual violence and harassment
- Physical abuse
- Sexting
- Initiation /hazing type violence and rituals

Cyberbullying

Cyberbullying can be defined as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Adapted from; Cyberbullying; Safe to Learn, Department for Children, Schools and Families, 2007

Sexual Bullying

All forms of bullying and particularly sexist, homophobic and transphobic bullying can have a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be referred to as sexual harassment.

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Adapted from Preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn, Department for Children, Schools and Families, 2009

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:-

Young people who are lesbian, gay or bisexual (LGB).

Young people who are thought to be lesbian, gay or bisexual.

Young people who are different in some way – they may not act like the other boys or girls.

Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.

Teachers, who may or may not be lesbian, gay or bisexual.

Adapted from Homophobic Bullying; Safe to Learn Department for Children, Schools and Families, 2007

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs/Medical condition

Behaviour by an individual or group repeated over time that intentionally hurts disabled children or those who Special Needs either physically or emotionally or those who are perceived to have special needs or a disability or because of their association with someone with a special need or disability.

Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Can relate to Disability / Special Needs / Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)

Adapted from Bullying Involving Children with Special Educational Needs and Disabilities; Safe to Learn, Department for Children, Schools and Families, 2008

Racist bullying

This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc (for example a parent/carer).

Adapted from Bullying around racism, religion and culture, Department for Education and Skills, 2005

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

(Islamophobia and anti-Semitism for example)

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Adapted from preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn, Department for Children, Schools and Families, 2009

Transphobic Bullying/Gender Identity

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender. Can also relate to language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny) (transphobia). [Adapted from *Preventing and responding to sexist, sexual and transphobic bullying*, Safe to Learn Department for Children, Schools and Families, 2009]

Challenging prejudiced-based (including homophobic) language: a 'palette' of responses

It is important that homophobic language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention. This section offers a variety of responses for different situations and for different age groups (Key Stages 1-2). This script can be adapted for use in challenging all forms of prejudice.

Possible verbal responses:

"At Lambley Primary School, we always try to be kind to each other and when you use 'gay' like that it is unkind."

"The ground-rules we agreed at the beginning of the session said we would show respect to each other."

"Our anti-bullying policy says that homophobic language is not tolerated."

"We are all responsible for making this a safe place for everyone. That kind of language is homophobic and makes people feel unsafe. Therefore it is unacceptable."

"Language like that is not acceptable."

"You might not think that remark's offensive, but many would."

"Let's talk about why some people think like that."

Questions:

What do you think that word means?

What makes you think that?

Do you mean that as a compliment or an insult?

Do you realise that what you said is homophobic?

Would you be happy if someone talked like that about your sister?

Can you explain what you mean by calling that 'gay'?

How would you feel if someone spoke about you in that way?

Personal responses:

"I'm not happy with what you said."

"Homophobic language offends me. I don't want to hear it again."

"What you've said really disturbs/upsets/angers me."

"I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homophobic language."