

Lyncrest Primary School

Anti Bullying Policy

1 Introduction

1.1 What is bullying?

It is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically through threats or through superior force.

There are different types of bullying and these may include:

Verbal- name calling, teasing, threatening, spreading rumours.

Physical- intentionally hitting, pushing, pinching and kicking.

Emotional-ignoring or isolating, taking or damaging possessions, being forced to hand over money, being forced to do things against own will.

Cyber- using text, email or web space to write or say hurtful things.

Being attacked or abused because of religion, gender, sexuality, disability, appearance or ethnic or racial origin.

Bullying is not:

A one off fight or argument

A friend sometimes being nasty

An argument with a friend

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5 We recognise that keeping pupils' safe and managing behaviour will be essential to raise standards as happy children are ready to learn.

3 The role of governors

- 3.1 The governing body supports the headteacher 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.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Every classroom and the hall has a display of our core values which demonstrate our expectations.

5 The role of the teacher and support staff

- 5.1 All the staff in our school takes all forms of bullying seriously, and must never ignore suspected bullying.
- 5.2 Never make premature assumptions.
- 5.3 Listen carefully to all accounts – several pupils saying the same thing does not mean they are telling the truth.
- 5.4 Adopt a problem solving approach which moves pupils on from justifying themselves.
- 5.5 Record incident and, after consultation with the head teacher, the teacher informs the child's parents or carers. The parents of the child who is perceived to be the bully is also informed and is given the opportunity to discuss the situation.
- 5.6 Follow up repeatedly, checking bullying has not resumed.
- 5.3 In the Head teachers office there is an anti-bullying file in which a copy of teachers records of incidents of bullying that occur both in and out of class are kept. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it so that it can be stored in the file. Any incident that has a racial element will be recorded as all incidents but additionally a report will be sent to the Racial Equality Team.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the Inclusion Manager. We then invite the victim and the bully's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions

have proved ineffective, the headteacher may contact external support agencies for support, including our community police officer or PSCO.

- 5.5 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.
- 5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The whole school ethos promotes respect and friendliness towards others.

6 The role of parents and carers

- 6.1 Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- 6.3 Key messages to get across to your child if they are being bullied:
 - ☺ It's not their fault they are being bullied
 - ☺ They don't have to face this on their own.
 - ☺ It is unfair and wrong to bully others
 - ☺ Tell your children you love them and do what you can to make them feel happier.

6.4 If your child is bullying others:

This can be embarrassing if you find out that your child has been involved in bullying. Don't be angry, think about what might be the cause. Try to stop the bullying by:

- ☺ Talk to your child, let them know what bullies do is unacceptable, making other children unhappy, and that you won't tolerate it.
- ☺ Make sure that in the home other family members don't use force or aggression to get what they want.
- ☺ Make an appointment to see your child's teacher and explain what is happening.
- ☺ Keep in regular contact with school
- ☺ Give your child goals to behave better and reward good behaviour.
- ☺ Give your child lots of praise when they are being kind and cooperative.

7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3 Our School Council has contributed to this policy.
- 7.4 Pupils are always reminded that if they see or hear something that they are not happy with they need to report this to an adult. They are taught how to fetch help as a bystander.
- 7.5 Children are encouraged “to tell” and know that there will be help for both victim and bully.
- 7.6 Children know that if they cannot tell an adult they can put a message in the “Worry Box”.
- 7.7 Regular assemblies and PSHE lessons teach the children about bullying. We use SEAL materials (Social, Emotional, Attitudes to Learning) and Core Curriculum sessions to reinforce our message. Small group activities such as Socially Speaking programme and The Circle of Friends can help to support pupils.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. 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.
- 8.3 This policy will be reviewed every two years, or earlier if necessary, if we feel there is an increase in cases of bullying at Lyncrest or if our pupil questionnaires identify issues relating to this policy.