

Lyncrest Primary School



Anti-Bullying Policy

This policy is reviewed by the governing body, and was last reviewed on 7.12.21



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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 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 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, the headteacher may decide to use an assembly as the forum in which to discuss bullying and its negative affect on others.

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 of positive and compassionate behaviour to all others at all times.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and must never ignore suspected bullying.

5.2 Staff will never make premature assumptions about a possible case of bullying.

5.3 Staff will listen carefully and considerately to all accounts – several pupils saying the same thing does not mean they are telling the truth. There will be no interrogation of children to establish a ‘truth’, but staff may commentate on what children have said, with the children so as to clarify an understanding of ‘truth’

5.4 Staff will adopt a problem solving approach which moves pupils on from justifying themselves; this will be done restoratively where all parties can agree an action to move things forward positively.

5.5 Staff will record all incidents of bullying on a behaviour incident form and if it is deemed as an incidence of bullying, tick the corresponding box. Recording of bullying includes any incident where the word ‘bullying has been used despite the fact it may not appear as a persistent case: this is to build a trail of evidence. The behaviour incident form also includes a restorative justice form to complete, where appropriate. After consultation with the head teacher, the class teacher will inform the parents or carers of all children involved. Any restorative resolutions will be reported to the parents at this stage also. Depending on the children, they may not be ready to offer restorative solutions in the first instance; in this case restorative practice will be returned to at a later date.

5.6 Staff will follow up repeatedly, checking bullying has not resumed and throughout this process keep all parents (of all parties involved) informed about the current situation.

5.3 In the Head teacher’s office there is an anti-bullying file in which a copy of teacher’s records of incidents of bullying that occur both in and out of class are kept. Staff will 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 racist/ sexist/ homophobic/ hate crime element will also be marked as so on the behaviour incident form and this placed in the relevant file also (racist/ sexist/ homophobic/ hate crime)

5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. Time is spent talking to the child who has perpetrated the bullying, and the victim so they can decide on a way to move the situation forward positively for all parties. In cases that may be difficult to move forward positively, we may invite the victim and the

bully's parents or carers into the school to discuss the situation. In more extreme cases, 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. Class forum 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.

5.7 Regular assemblies and class forums teach the children about bullying. We use content in 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 and these are used where appropriate.

5.8 In any case of bullying reported, this will be the sequence of events:

1. Bullying incident is reported to an adult in school	2. All parties involved are spoken to about the situation and a restorative solution is put in place. A time frame is determined to monitor this restorative solution.	3. Parents are informed of this restorative solution and relevant timeframe.
4. The restorative solution is monitored in the relevant timeframe.	5. When the monitoring period ends, the children are asked if the issue has been improved or resolved. Depending on the outcome, further restorative practice may need to be undertaken.	6. Parents are informed of outcomes and/ or any further restorative solutions that have been determined. Points 2 to 6 may continue until the matter has been resolved.

5.9. In circumstances where, after a prolonged period, restorative practices are not working as desired with an individual or group of children, in terms of helping them to make improvements to their behavioural choices, the Senior Leadership Team (SLT) reserves the right to make executive decisions based on their professional judgement, to help manage the behaviour choices of a said individual or group of children. This will be discussed with the child and parents; however, the SLT reserves the right to make any decision they deem necessary in order to protect the safety of all, physically and emotionally.

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 upsetting 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:

- ☺ Talking to your child, letting 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- setting a negative example.
- ☺ Make an appointment to see your child's teacher and explain what is happening.
- ☺ Keep in regular contact with school. We can work in partnership with you to create positive outcomes.
- ☺ 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 pupil questionnaires, the school council or class forums.

7.3 Our School Council contributes to this policy, by creating a child friendly version

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.

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 behaviour 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 feedback determines bullying to be an issue within the school.