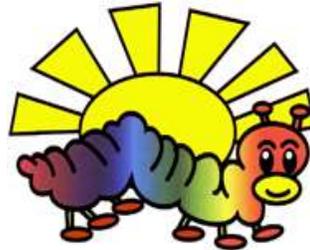


Lea C of E Primary School and Pre School

Anti-Bullying Policy



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|------------------------------|---|
| Written by: | Head of School in consultation with staff |
| Ratified by Governors (Date) | Ratified January 2018 |
| Date for Review | Spring 2020 |
| Signed Chair of Governors | |
| Signed Head of School | S-A Vines |

This policy has been considered by a member of the SMT, in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ Complaints policy
- ❖ E Safety policy
- ❖ PHSE and SMSC
- ❖ Behaviour and Discipline Policy
- ❖ Safeguarding Policy and procedures
- ❖ The recording of racial incidents

Anti-Bullying Policy



Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual. Through the implementation of this policy, together with the Safeguarding policy, we aim to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of our school community. Central to this aim is the expectation that the children of Lea C of E Primary School will display high standards of behaviour and attitudes, and treat other people as they would wish to be treated themselves. Our school anti-bullying policy is designed to support the way in which all members of our school community can live and work together.

What is 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.' (DfE 'Preventing and Tackling Bullying' October 2014)

Bullying can be **physical** e.g. hitting, kicking, interfering with or taking belongings, or **emotional** e.g. name calling, teasing, spreading nasty stories, racial or sexual harassment and intimidation, or rude/aggressive gestures. Bullying **can also be** threatening looks, racial comments, cyber-bullying or simply being excluded by those believed to be friends. Bullying often involves an imbalance of power. We can use the acronym STOP (Several Times on Purpose) to help children remember.

Why is an anti-bullying policy necessary?

Pupils have the right to learn and play in a supportive, caring and safe environment without the fear of being bullied. All children (and adults) have the potential for bullying behaviour, given certain circumstances. It is important that the school has a clear written policy, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

How can we prevent bullying?

At Lea C of E School and Pre School, we use a variety of methods for helping children to feel safe and secure and to prevent bullying. These include:

- By working together with parents to promote a caring community based on Christian values and teachings that underpin our society.
- By having a focus on the School Vision and through our Values Assembly Themes.
- By giving children the opportunities to discuss issues surrounding behaviour problems and bullying during circle time, PSHCE and Citizenship lessons.
- By ensuring all children feel they can talk to someone in school.
- By promoting self-esteem and confidence through PSHCE and developing effective SMSC, in all areas of the curriculum and school life.
- By focused work, exploring ideas around Anti-bullying week and E-Safety week and at other times, ensuring class work / discussion and reinforcing positive messages at least once per term. (To be referenced on topic plan to parents.)
- By ensuring children's concerns are listened to and acted upon.
- By putting notes in Feelings/Reflection boxes, which are in all classrooms and are checked regularly.

Children and parents are also consulted through in-school pupil questionnaires. The results of these questionnaires are responded to by staff and reported back to parents.

The ethos and working philosophy of Lea C of E, means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, and help children to understand what bullying is and how it differs from more regular incidents of mis-behaviour. This will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying. Staff will reinforce expectations of behaviour as a regular discussion. Where necessary, staff will reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

How do we deal with bullying, if the problem arises?

We must create a safe, secure learning environment where children have the confidence and strategies to speak up and tell of any bullying experiences, knowing that some positive action will be taken.

Children in Lea C of E Primary School and Pre School, are actively encouraged to report any incident which they consider to possibly be bullying to an adult in school. They are also encouraged to talk to their parents about anything they are concerned about. The children can also leave messages in the "Feelings/Reflection boxes", located in the classrooms, if they find it difficult to speak to a member of staff.

All staff must be watchful and aware of the problem of bullying and observe social relationships between pupils. Staff must remain vigilant about bullying and approach this in the same way as any other safeguarding issue, ie. do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Procedure for dealing with reported incidents of bullying

See Appendix i for a flow chart form.

'Lea C of E Primary and Pre School Procedures for Addressing Bullying Behaviour' diagram.

When an incident is reported...

At playtime / lunchtime, the member of staff will:

- Listen to the child's report of the incident.
- Where necessary, take notes of names of participating children, the incident and possible witnesses.
- Reassure the pupil that they have done the right thing.
- Where this involves particularly vulnerable children, or is a more serious incident, it may be appropriate to involve the Class Teacher / member of the senior management team immediately.
- Otherwise, pass this information on as soon as possible to the Class Teachers involved.
- Reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

The Class Teacher will:

- Listen to the child's report of the incident.
- Take notes of names of participating children, incident and possible witnesses.
- Reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.
- Reassure the pupil that they have done the right thing.

- Investigate further by talking to all children involved.
- Where necessary, make sure the incident is recorded in the 'Eeyore File' in the Head's office.
- If bullying is not suspected, then the incident of misbehaviour will be dealt with according to our Behaviour and Discipline Policy.
- In the case of potential racist bullying, this must be reported to the Head Teacher immediately.
- If bullying is suspected, this information will be passed on to the Executive Head Teacher or Head of School.

The Head Teacher will:

- On receipt of this information the Head Teacher or teacher, will talk to all children involved again, to establish a clearer understanding. They will then decide if this is a bullying incident or not. If not, it will be dealt according to our Behaviour Policy.
- If bullying is suspected, then they will decide on the best course of action.
- Initial incidence of bullying should be recorded in the Behaviour Book, and noted as **Potential Bullying**. This would include incidents where staff have had to become involved and speak with children, or where parents have raised concerns regarding bullying.
- All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.
- Incidents of bullying will be reported to the Governing Body.

Parents are asked to:

- Listen to the child's report of the incident.
- Take notes of names of perpetrators, incident and possible witnesses.
- Contact school as soon as possible to pass the information on to the Class Teacher or Executive Head Teacher or Head of School.
- On receipt of this information **the school** will then investigate further, talking to all children involved to establish a clearer understanding.

Parents, please do not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents. Please do not discuss on Social media, as this often exacerbates the situation.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

What happens next?

- All incidents of bullying are recorded in our 'Behaviour Book'.
- Where incidents are deemed to involve bullying the parents will be contacted as soon as possible.
- Perpetrators will be sanctioned appropriately. This may involve:
 - missing some playtime/lunchtimes.
 - writing an explanation for the incident or writing a letter of apology.
 - removal from the class.
 - loss of privileges / school trips / sporting events etc.
 - behaviour target card.
 - interview with the Executive Head or Head of School.

If the perpetrator repeats this behaviour on a number of occasions within a term, or a single incident is deemed serious, a fixed-term or permanent exclusion will be considered by the Head Teacher.

- Children who perpetrate frequent acts of bullying may be in need of support from external agencies, e.g. Behaviour Support Team, Educational Psychologist. A pastoral support plan may need to be put in place.
- Children who frequently report acts of bullying against themselves may also be in need of support. Following discussions with parents, appropriate support will be put in place.
- The victim should always be reassured and informed of any sanction given to the perpetrator, where appropriate.
- On a case by case basis, the school may decide to use other effective nationally recognised methods to support the bully and children being bullied, such as the 'no-blame approach,' 'peer counselling,' 'restorative justice,' and 'circle time.'
(See appendix ii for an outline to these approaches.)
- We will speak to the victim again, and explain actions, reassure and tell them that we will be checking regularly with them, and find out if issues have been resolved. We will develop positive strategies to give them confidence.
- We will monitor the situation carefully.

Agreed By Staff December 2017

Support and Information for Parents and Families

Parents and families have an important part to play in helping us deal with bullying.

Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. It can be helpful to ask questions about progress and friends at school; how playtimes and lunchtimes are spent; and whether your child is facing problems or difficulties at school.

If you suspect your child is being bullied

- *Calmly* talk to your child about it
- *Reassure your child* that telling you about the bullying was the right thing to do
- *Explain* that *any further incidents* should be referred to their Class Teacher immediately.
- *Make an appointment to see your child's Class Teacher* and explain the problems your child is experiencing.

Talking to the Class Teacher about bullying:

- *Try to stay calm* - bear in mind that the teacher may be unaware that your child may potentially be being bullied
- *Be as specific as possible* about what your child says has happened - give dates, places and names of other children involved.
- *Ask if there is anything you can do* to support your child.
- *Stay in touch* with the Class Teacher.

If you feel your concerns have not been addressed:

- Make an appointment to see Mrs Atkinson or Mrs Vines to discuss the situation.
- If you still feel your concerns have not been addressed, then please follow the school's **Complaints Procedure**.

If you suspect your child is bullying other children:

Often parents are not aware that their child is bullying others. We ask parents to discourage their child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Children sometimes bully because:

- they don't know it is wrong
- they are copying older brothers and sisters or other people in the family they admire
- they haven't learnt other, better ways to mix with their peers
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- ***Talk to your child***, explaining that bullying is unacceptable and makes others unhappy
- ***Discourage other members of your family from bullying behaviour*** or from using aggression or force to get what they want
- ***Show*** your child how to join in with other children without bullying
- ***Make an appointment*** to see your child's Class Teacher; explain to the teacher the concerns or problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- ***Regularly check*** with your child how things are going at school
- ***Give your child lots of praise and encouragement*** when they are co-operative or kind to other people.

Information for Pupils

If you think you are being bullied...

- *Try to stay calm* and look as confident as you can. **It is not your fault.**
- *Be firm and clear* - look them in the eye and tell them to stop.
- *Ignore them and walk away from the situation.*
- *Tell an adult* what has happened straight away.
- *Use the classroom feelings / worry box if you feel unable to tell anyone.*
- *Never do what they say, get angry or look upset.*
- *Do not hit back / retaliate.*

Always.....

- *Tell a teacher* or another adult in school.
- *Tell someone at home.*
- *Talk to a friend and ask* a friend to come with you if you are too worried to tell an adult yourself, or put a note in the feelings box in your classroom.
- *Keep speaking up* until someone listens and does something to stop the bullying.
- *Don't blame yourself* for what has happened.

When you talk to an adult about bullying, be clear about:

- *What* has happened to you.
- *How often* it has happened.
- *Who* was involved.
- *Who* saw what was happening.

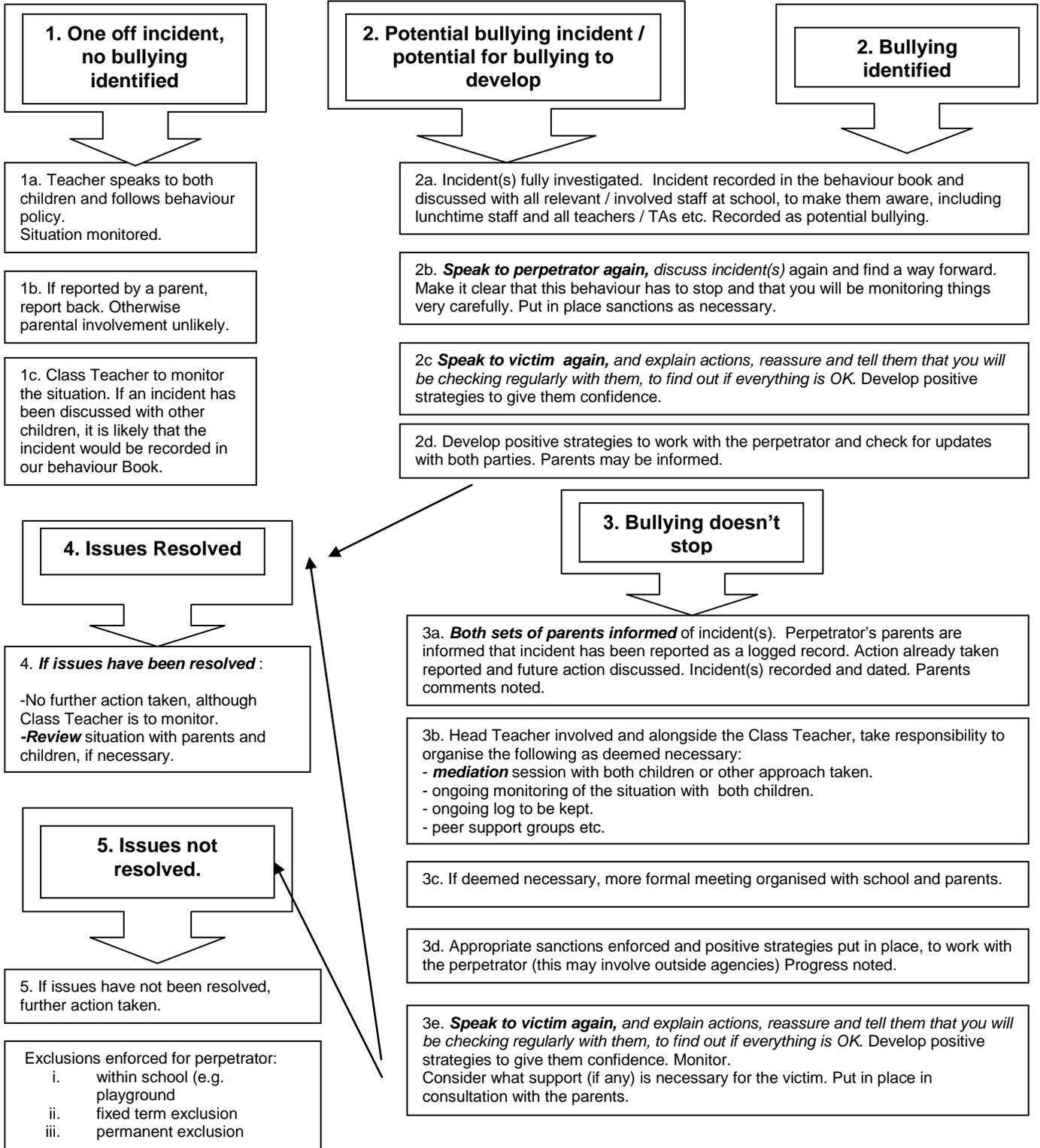
- *Where* it happened.
- *What you have done* about it already.

Appendix i Flow Chart.

Lea C of E Primary School Procedures for Addressing Bullying Behaviour

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| School becomes aware of potential bullying incident. |
| Class Teacher FULLY investigates by: talking separately (and possibly together) to the children involved. May speak to other children as well. |

Lea C of E Primary School



APPENDIX ii. Overview of different methods which may be employed in schools.

Proven methods of dealing with bullying behaviours that some schools find useful.



Schools may use different methods to help deal with bullying or potential bullying, including the no-blame approach, peer counselling, restorative justice and circle time.

The no-blame or support group method

In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group.

Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometime kept of the way this method is carried out, but not always.

Counselling/mediation between the bully and victim

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. This seems to be a more effective

approach when pupils who are friends fall out, but could be less effective at resolving full scale bullying.

When using this method, schools should consider carefully the skills of the mediator and the capacity of staff to carry out follow-up work and ensure positive behaviour continues after the sessions end.

Circle time

Many primary schools use Circle Time. Pupils sit in a circle and play games or do fun activities for a short time. Then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way.

This includes listening to the person making the points without making remarks or laughing. Some schools may use a toy or emblem, representing the opportunity to talk uninterrupted for the person who is holding it.

Lots of care will need to be taken with this method to ensure children feel safe and well supported when talking about sensitive issues.

Peer support programmes (Often a Secondary School approach)

These strategies are more popular than others, particularly among schools which favour a "whole school approach" and particularly among those pupils chosen as peer counsellors who enjoy the responsibility. The idea is that everyone in school knows that bullying is unacceptable.

In brief, older pupils undergo training into the effects of bullying, and how to care for younger pupils who are unhappy because of it. These volunteers are then identified by badges or ribbons and pupils know they have someone of their own age who will take their concerns seriously. Strong teacher involvement is highly recommended.

Recognising that some children may not have friends, some schools set aside a quiet place where pupils can go to, although this too can have problems. Boxes can be placed around school so that children who are upset and don't want to approach a volunteer directly, can still use the service by sending a note.

With the right training for peer counsellors, this can be a very effective method. We sometimes hear from young people asking for advice on dealing with bullying related issues which should be covered in their training. Peer counsellors should be given regular staff support and very clear guidelines on what sort of interventions they can carry out and when their concerns should be passed to a teacher.

'Telling' schools

Schools in the UK are increasingly describing themselves as 'telling' schools and they sometimes operate this system in conjunction with peer group schemes in secondary schools. It seems to be popular in primary schools too.

It means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it.

This is a good idea as bystanders are often a key to resolving bullying. This policy needs to be publicised regularly so that pupils are not made to feel they are telling tales.

Restorative justice

Restorative Justice has been used in criminal cases to help offenders understand the effect they've had on the victims of crimes such as burglary and assault. A similar process can be used with bullies in schools.

The victim is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Peer mediation and circle time are often part of this process. Restorative justice is designed to empower the victims and to help the perpetrators understand the human consequences of their behaviour.

In a [2013 survey by Family Lives](#), teenagers were asked what they felt was the best way to prevent bullying. The majority advocated some method of helping bullies to become more aware of the true consequences of their actions, as well as an increase in the availability of support groups for victims.