



Lodge Farm Primary School

Anti-bullying Policy

Reviewed: July 2022
Next review: July 2023

Ofsted November 2016:

“Pupils understand the value of respectful, tolerant behaviour.”

“Leaders act swiftly and effectively to keep thorough information about pupils’ behaviour and incidents of bullying or racist comments. Timely intervention regarding poor behaviour has a positive impact.”²

Ofsted: February 2015:

“The school’s work to keep pupils safe and secure is good. Pupils say they feel safe in school because they know that the staff care for them. Pupils know about different types of bullying and say that is rare. They are confident that when it does occur, staff deal with and resolve the issues quickly and competently.”

“School staff ensure that pupils have a good understanding of how to keep themselves safe at school and in the wider world. Pupils have a good awareness of the dangers of the internet and older pupils benefit well from the day’s training that the school provides at a local centre on a broad range of safety issues.”

Introduction

Lodge Farm Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and well-being of all our pupils and we will take all steps to ensure their safety. This policy works together with the school’s Behaviour, Health and Attendance, Child Protection, SEND and Equality policies to ensure we achieve this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is, in all circumstances, unacceptable.
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will, at all times, be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of Lodge Farm preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our principles, it is our aim that in the resolution of incidents pupils should wherever possible be reconciled.

Definition

The following 3 dimensions collectively help us to define bullying behaviour*

1. Bullying is intentionally hurtful.

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person’s freedom and rights.

2. Bullying is a repeated experience.

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that projects beyond that initial incident.

3. Bullying also involves an inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

*Please note: The school is required by the Local Authority to provide statistics of bullying incidents on an termly basis to the Governing Body using the DfES definition (2000) which states that bullying incidents are: "deliberately hurtful (including aggression), repeated over a period of time, where it is difficult for victims to defend themselves".

Examples of bullying can include:

- **Verbal bullying – such as mimicking, putting people down, saying horrid things about family, clothes or appearance, name-calling, anonymous notes and texts, blackmail, and deliberately embarrassing or humiliating others,**
- **Physical bullying – such as hitting, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion.**
- **Indirect bullying – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind, forwarding hurtful texts, photographs or messages.**
- **Psychological bullying – such as intimidation, threats and looks to make another child feel uncomfortable or fearful.**
- **Cyber bullying – sending malicious text messages and posting inappropriate remarks on the internet via social networking and gaming sites.**

We are vigilant in ensuring that children are not discriminated by their:

Race

Gender

Sexual orientation

Disability

Religion or belief

Any such incidents would be dealt with accordingly and action will be taken when necessary.

All bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.

The school avoids at all times labelling pupils as either victims or bullies. It is important that pupils who have been the targets of bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others. Similarly, children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical "bully"; many children may use bullying behaviours from time to time.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. The following are examples of hurtful behaviour which may not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved
- Children may retaliate against the hurtful behaviour of others.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

Strategies for preventing bullying

All incidents considered to be bullying including racist and homophobic incidents (as defined above) are recorded and monitored, as per the Lodge Farm Behaviour Policy. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and racist and homophobic incidents and know that they are safe.

At all times children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns anonymously by using a worry box. The school's *Behaviour Policy* details the behaviour standards set within the school.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Assemblies are used regularly to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum develop pupils' understanding of bullying and equality and this includes the Lodge Farm values, such as respect and forgiveness.

Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour which raises concern.

Reaction:

Prompt action is vital. All staff must act swiftly and importantly, be seen to act firmly against bullying when it occurs. Consistent and fair responses by adults contribute hugely to eliminating bullying in schools. All incidents of bullying should be recorded on CPOMS in sufficient depth so that analysis of patterns can inform policy and practice. The SLT (Senior Leadership Team) must be made aware of all bullying incidents recorded. Governors will be given updates.

Procedures for reporting and responding to bullying:

SUPPORT FOR PERSON BEING BULLIED:

- Adult who sees/is told about the bullying makes clear notes on the incident and record this on CPOMS in line with the Lodge Farm Behaviour policy, this should be recorded under the 'bullying' category.
- A member of the SLT becomes the named person for dealing with the bullying from this point on and point of parental contact.
- Named SLT member speaks to the person – begins by asking open questions and not insisting on information. Demonstrates concern that the pupil has some difficulties and expresses belief that

we can help. Also makes it clear that this will have to be shared with other adults, cannot remain a 'secret'.

- Facts are established and concerns and issues are discussed.
- Person receives reassurance and support, and a 'safe area' is identified where the pupil can go in times of need.
- Help the pupil to plan a response that is positive, realistic and carefully considers the actions suggested by, and views of the pupil. What does the pupil want to say and be done? Help the pupil to formulate his or her own views.
- Parent/Carers informed of steps taken, however, some details may be withheld due to confidentiality.

PERSON DOING THE BULLYING:

- The named SLT member presents facts/ perceptions to person who is displaying bullying behaviour.
- Perpetrator has a right to a response and to feel listened to.
- Respect them as a person, but be clear we do not like the behaviour.
- State how the person being bullied feels regarding incident/s and what he/she wants to happen in the future.
- Perpetrator responds to the feelings.
- Help the perpetrator to take responsibility for their actions and the consequences. Apologise.
- Help them to become more concerned about the pupil/s they have victimised.
- Parents/carers informed of steps taken and involved and to contribute to next steps.

Further interventions planned for if required.

Whole class/Cohort/Phase/School.

- PSHE Focus on Bullying
- Circle time to give an opportunity for everyone to share feelings.

JOINT SUPPORT:

- Share information with all involved about what has happened/ been established separately so far
- Repair and restore process to be completed.
- Future behaviour is agreed and monitoring process is established. Possible consequences
- Positive reinforcement is given to both pupils.
- Parents are informed and are invited to discuss what has happened.
- A record is kept on CPOMS and in **Bullying Incident Folder**?
- Assurances from parents/carers are sought regarding support for both pupils.
- If necessary, outside agencies are involved.
- If necessary, a behaviour support plan is established with appropriate targets (see Behaviour Policy).
- All staff to be informed to ensure vigilant when dealing with incidents and to enable them to spot patterns of behaviour reoccurring.

What parents should do if their child has been involved in any incidents of bullying:

- Listen to your child and try to remain calm. An emotional reaction can worry the child so they will not tell you of their concerns.
- Make an appointment to see the class teacher or senior member of staff to share your concerns.
- Give the class teacher the facts.
- Reassure your child that the school will deal with the incident.
- Let the school deal with incidents as agreed in on your network hand, the home school agreement.
- Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are expected not to spread stories about incidents. We are not

just talking about playground chat, but refer especially to social media sites. Partial information can be inaccurate and will affect the reputation of the school and of individual children and damage the atmosphere in the school community. We urge parents to talk with a member of staff at the earliest opportunity in order for any problem to be resolved efficiently and effectively.

- Whilst we will inform parents of bullying incidents, we will not disclose confidential information and may choose to withhold certain details for the protection of the parties involved.

What children should do if they feel they have been bullied or witnessed bullying:

- Tell the class teacher, or an adult what has happened or someone you feel happy to talk to.
- Talk to your parents/carers.
- Tell the class teacher/the person who is dealing with the situation when anything else happens or when it has improved.
- Remember: this is not your fault!

Review:

Review meetings will be established between the children, parents and led by the named member of SLT.