

LODGE FARM PRIMARY SCHOOL

ANTI-BULLYING POLICY



Agreed: July 2016
1st Review Date: May 2017

Staff Responsibility: Helen Turner and Sue Padfield

Ofsted November 2016:

"Pupils understand the value of respectful, tolerant behaviour. They understand the school's traffic light system in detail. Pupils sign up to a 'behaviour wheel' and are encouraged to be good 'Lodge Farmers'. The impact of this work is evident in and around the school for the vast majority of pupils."

"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."

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 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. 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 (largely in Personal, Health and Social Education, R.E. and English) 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.

Procedures for dealing with incidents of bullying and unkind behaviour (including staff responsibilities)

All incidents of bullying must be reported and all such reports will be taken seriously. The perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special actions will follow.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The role of all staff in responding to hurtful behaviour is made clear to them as part of their induction, including midday supervisory assistants and teaching assistants. Incidents of bullying (see definition above) observed or reported at play and lunch times will be referred.

Single incidents of bullying behaviour must be dealt with accordingly. This involves ALL incidents being logged on SIMS. If the incident was a deliberate physical assault and/or resulted in an injury (including emotional distress through cyber bullying) the appropriate forms will be completed and filed - see appendix 1 and 2. The Senior Leadership Team must be informed of all incidents and these will be discussed at the weekly SLT meeting so that they hold an accurate overview across the school. Follow up and ongoing monitoring will be conducted by the class teacher whilst keeping the Senior Leadership Team informed at all times, even if it is felt that the matter has been resolved. The appropriate forms will be completed and filed (See appendix 1 and 2). If the behaviour dealt with by class teachers continues it will be referred to the senior leadership team. Please see appendix 4 which details the list of sanctions as highlighted in the Behaviour Policy. However, depending on the severity of the situation, children will not always begin at the beginning of the sanction list.

All repeated bullying behaviour should be reported directly to the senior leadership team. Significant incidents will be entered in the serious incidents book and all parents whose children are directly involved will be notified of significant incidents.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Persistent bullying - after support & counselling - could result in fixed term or permanent exclusion as a last resort. (See Behaviour Policy)

The Monday morning staff briefing will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals. There will be a teaching assistant available at the beginning of the day to support any vulnerable children as they enter school.

The role/involvement of pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time', but pupils will have access to anonymous reporting opportunities through the use of a worry box which teachers must respond to. The seriousness of making false reports will be understood and the children must accept responsibility of their actions and the subsequent consequences which may arise.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives. At Lodge Farm we have a range of schemes in place which vary from time, these include: play leaders; peer mediators; circle time; anti-bully awareness and SEAL.

On occasions pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

The role/involvement of parents

Parents have an important role in actively encouraging their children to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership.

If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the Senior Leadership Team as soon as possible.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents should understand that Headteachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Such incidences could include 'cyber-bullying', problems travelling to and from school and other significant events.

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.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children. A leaflet is provided to assist parents in supporting their children and working with the school to resolve incidents.

The role/involvement of governors

The Governing Body supports the Headteachers in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the Governing Body to monitor and review the anti-bullying policy and its effectiveness. They require the Senior Leadership Team to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.

Appendix 1

FORM 1

Initial investigation into allegation of bullying

Completed by Name:
Role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

Details gathered to date:

Action taken to date:

Date:

Signed:

Appendix 2

- 4. Description of incident(s)**
 Please give a precise account including places, date, times and any witnesses.
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
 N.B. Indicate if it is a repeat incident.
 N.B. indicate if a serious incident referral should be made to the LA.

- 5. Action taken:**
 Please record all steps (including meetings, letters, investigations, sanctions)

- 6. Summary of those notified and/or involved**

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser		
Police		
Others (specify):		

- 7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially**

Date.....

Member of staff:

Name **Date**

-
- 9. Outcomes/actions from follow up.**

Appendix 3

Websites and Useful Links

The information on this page will be kept up to date with latest guidance

Anti-Bullying Alliance

www.anti-bullyingalliance.org.uk

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 60 organisations into one network to develop a consensus around how to stop and prevent bullying. They aim to influence policy and work to develop and disseminate best practice. Members come together from the voluntary, statutory and private sectors to work to end fear and bring hope to thousands of children and young people affected by bullying every year.

ChildLine - is a free, 24-hour, 7 days a week, helpline for children and young people in the UK.

Children and young people can call the helpline about any problem, at any time - day or night. ChildLine's counselors will listen and help to find ways to sort things out.

Telephone: **0800 1111**

(Calls to ChildLine on 0800 1111 are currently free from all the existing networks including BT and cable line lines and the following mobile networks; 3, BT Mobile, Fresh, O2, Orange, T Mobile, Virgin, Vodafone. We have been told that calls will not appear on any of these bills.

Lines can sometimes be busy, but please keep trying and someone will answer.

Email: **info@childline.org.uk**

Website: **www.childline.org.uk**

Kidscape

Kidscape is committed to keeping children safe from abuse. Kidscape is the only national charity dedicated to preventing bullying and child sexual abuse. Kidscape believes that protecting children from harm is key.

Website: www.kidscape.org.uk

Parentline Plus

Parentline Plus is a national charity offering help and information for parents and families via a range of services including a free 24-hour confidential helpline, workshops, courses, information leaflets, email helpline and website.

Telephone: **0808 800 2222**

Website: www.parentlineplus.org.uk