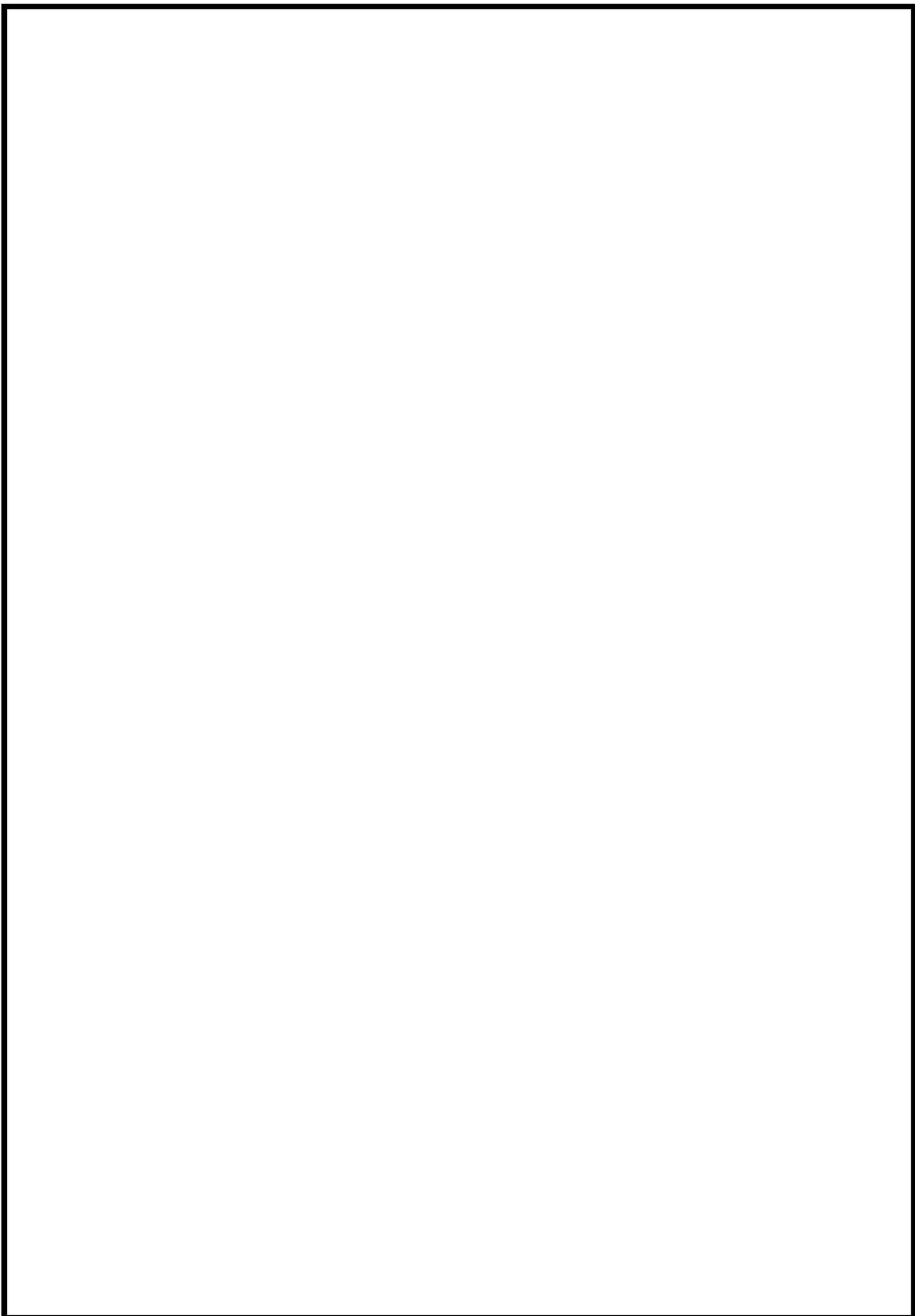


# Anti-Bullying Policy



Lamberhead Green  
Primary School

June 2014



# 1. Statement of Intent

At Lamberhead Green Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils, their families and staff within the school.

This policy should be read in conjunction with other relevant school policies e.g. Behaviour Management, Health and Safety, PSHE +C, Safeguarding Policy, Acceptable Use Policy (Internet and e mail).

Many pupils experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make pupils' lives unhappy and can hinder their academic progress and their emotional well being. As a school, we recognise the impact that bullying can have on the lives of children and their families. We take bullying seriously and it is our aim to reduce the incidents of bullying and where bullying occurs, reduce its impact on the victims by effective deployment of the policy.

## 1.1 Aims and objectives of the policy

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To build resilience in children and give them the skills to seek help
- To reduce and, if possible, eradicate instances of all types of bullying

## 1.2 Statement of Principles

a. At Lamberhead Green Primary School, seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

b. We are committed to a value system within which children and adults involved with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable.

c. We seek to ensure that those acting on behalf of our school will:

- Actively listen to children
- Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.

d. All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.

e. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

f. Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

## 2. Consultation

This policy was drawn up after consultation with pupils, parents, governors and staff. Views and opinions were gathered through questionnaires, staff meetings, parents' forum meetings, governors' meetings and through the School Council. The school will continue to gather stakeholder's views on the content and impact of the policy.

## 3. What is bullying?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive
- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

## 4. Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- Cyberbullying: e.g. chat-room/ blogs/message board, email, gaming console, Instant messaging (Kik, iMessage, Snapchat), mobile phones including photos, social network site e.g. Facebook, video hosting sites (YouTube), webcam,
- Damage to property: e.g. graffiti, personal property
- Inciting others to bullying behaviour e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- Literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- Physical hurt/attack: e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- Psychological: e.g. damage to reputation (sexual, denial of identity, gender /ethnicity), extortion of belongings, identity theft / impersonation, isolation /refusal to work/play with other pupil, revealing personal information, threats
- Verbal: e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping
- Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

## 5. Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- a. Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- b. Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- c. Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- d. Related to home circumstances (e.g. young carers or children in care)
- e. Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- f. Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- g. Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

There are different types of bullies and victims:

- **Aggressive bullies** – physically aggressive individuals or bully groups
- **Anxious bullies** – children recruited into bully gangs by intimidation
- **Victim bullies** - children often victims at home and bullies at school
  
- **Passive victims** - children with poor social skills/are unassertive
- **Provocative victims** – children who bring out the worst in other children. Often have poor relationships with primary carers. Can be attention seeking.
- **Attention seeking victims** – Children with good social skills who deliberately seek the kudos of being a victim.

## 6. Effects of bullying

Bullying can affect the victim in many ways and some of these effects can be longstanding. Bullying affects the well-being of the victim.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about them which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a s strong desire to escape the situation by running away from home, truanting from school, and in some cases self-harm or even take their own life.
- The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and like victims of bullying tend to underachieve at school.
- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and are more likely to commit violent crimes later in life.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

## 7. Signs and Symptoms of Bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour
- General e.g. frequently “lose” money/possessions, appears tired and lethargic, avoids entering/ leaving school with others.

It should be stated that usually victims of bullying become so through no fault or action of their own. However, on occasion, it is important to recognise that there can be different types of victims because they:

- Are new to the class
- Are different in appearance, speech or background from other people
- Suffer from low self-esteem (but this is not clear whether this is the cause or effect of bullying).

## 8. Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in as social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum and through Anti-bullying week in November each year
- Reward system for positive behaviour
- Bullying charter prominently displayed
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Worry box – placed in an agreed place within the school that all children can access in a discrete way.
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc
- Play leaders – older pupils supporting the younger pupils at play time
- Pupil consultation – through questionnaires and School and Class Council
- Positive role models reflected through staff behaviour
- Ethos of the school

## 9. Responding to Bullying

### 9.1 Responding to allegations

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child reporting directly to a member of staff, or indirectly via the worry box, or through our buddy systems and class or school council.

### 9.2 Responding to Bullying Incidents

Our school's approach to bullying in incidents is to follow the **7 Steps Approach**. This approach moves away from the traditional approaches of interrogation and punishment. It suggests a non-punitive, non-blaming, problem-solving approach for dealing with bullying incidents.

This approach has one goal – **that the behaviour stops**.

#### 1. Interview with the victim

When a teacher finds out that bullying has happened she starts by talking to the victim about his/her feelings. They do not question the victim about the incidents but they do need to know who was involved.

#### 2. Convene a Meeting

The teacher arranges to meet with the pupils who have been involved; this may include bystanders. The victim must give permission for this to take place and feel easy about it. The meeting will include bystanders or colluders who joined in but did not initiate bullying.

#### 3. Explain the Problem

The teacher tells them about the way the victim is feeling and might use the victim's poem, piece of writing or drawing to emphasise his/her distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

#### 4. Share the Responsibility

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

#### 5. Ask the group for ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but will not go on to extract a promise of improved behaviour.

#### 6. Leave it to them

The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

#### 7. Meet them again

About a week later the teacher discusses with each pupil, including the victim, how things have been going. They arrange to meet with them again to see how things are going on.

## **10. Recording and Reporting Incidents**

Any incidents of bullying and actions taken should be recorded using the form at the end of this policy. It should be saved on the admin system in both the bully and the victim's file. School liaise regularly with the community police officers regarding this matter.

## **11. Prejudice Related Incidents**

A prejudice related incident is one involving for example racist graffiti or homophobic language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual. These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as any other bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudice related incidences. Any prejudice related incidents are reported to governors on a termly basis.

## **12. Anti-Bullying Complaints**

If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher or Head Teacher. There is a School Complaints procedure if parents are still concerned. Parents will be advised of this procedure by the Head Teacher and a copy will be made available from the school office.

## **15. Monitoring and Evaluation of the Policy**

- The policy will be part of the everyday life of the school. It will be maintained regularly through display of posters, PSHE + C curriculum. Assemblies, visits from Warriors Against Bullying, Citizens Against bullying, etc.
- It will be a regular item on School and Class Council Agendas, at staff and Governors' meetings.
- Its effectiveness will be monitored through annual parent, pupil and staff questionnaires and reported incidents.
- The policy will be reviewed annually.

## 16. Useful Contacts

There is a wealth of experience and support to be given by members of staff in the school, particularly the Pastoral and Ethos manager and our Learning Mentor. You may also find the numbers and websites of organisations dedicated to this issue helpful.

- Childline – 0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day
  
- EACH - 0808 1000 143 - a free phone helpline for children experiencing homophobic bullying. Open Monday to Friday 10am-5pm
  
- Parentline Plus – 0808 8002222 – a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the deaf or hard of hearing
  
- Anti-Bullying alliance – [www.Anti-Bullyingalliance.org.uk](http://www.Anti-Bullyingalliance.org.uk) –information, resources and advice relating to bullying
  
- Beatbullying – [www.beatbullying.org](http://www.beatbullying.org) – resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils
  
- Cybermentors – [www.cybermentors.org.uk](http://www.cybermentors.org.uk) – a safe social networking site providing information and support for young people affected by bullying
  
- Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk) - Bullying advice, helpline, information, Anti-Bullying resources and training
  
- Need2Know – [www.need2know.co.uk](http://www.need2know.co.uk) – youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc
  
- NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk) - advice on what to do if you are being bullied or see someone who is
  
- Think U Know – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - Website for cyberbullying and e-safety information. Has a separate area for parent/carers, staff and children aged 5-7, 8-10 and 11-16

## Report of Bullying Incident

Name of practitioner:	Date:
Name of pupil making report:	Year Group
Name of pupils involved:	Year Group

Location where majority of incidents have taken place:		
7 Steps Approach implemented	Yes	No
Names of pupils taking part in meeting:	Actions agreed:	
Findings from follow-up meeting:		