



Lees Primary School Anti-Bullying Policy

Bullying is a repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying can be any of the following:

- **Physical** – Pushing, kicking, hitting, pinching or any form of violence or threats;
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing;
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities;
- **Racist** – racial taunts, graffiti, gestures;
- **Sexual** – unwanted physical contact, abusive contacts.
- **Cyber** – unacceptable images or messages

Signs and symptoms of bullying

All adults aim to be watchful for distress in pupils and recognise that this may be an early sign of bullying. Some of these signs will be evident in school whilst others may only be exhibited at home and be reported to staff by parents. Obviously, children may display some of these signs and they may not be related to bullying at all.

Implementation

All staff will always be ready to listen to what children have to say. It is important to find out the full details of what has happened. We want to give the message that we are interested and this in turn gives children the confidence to talk about incidents and feel that their reporting of bullying incidents are being taken seriously.

If a child or parent reports an incident of bullying, action will be taken immediately. We encourage parents to come into school and report incidents affecting their child. Equally, it is important to make clear to children that the making of malicious allegations will be dealt with severely by the school.

Sometimes childhood relationships are misinterpreted by adults. Friendships and falling outs, normal parts of growing up and the socialisation process can be seen as bullying. Allowances and sensitivity should be made towards differences of perspectives between teachers, pupils and parents.

Children are given lots of opportunities to talk about bullying in class, individually with their teacher, in group work, in whole class Circle Time and P.S.H.C.E and during whole school and class worship.

The whole school ethos in building positive behaviour management is vital in building the self-esteem of all pupils. The guidelines outlined in the Behaviour Policy building on self-esteem through a system of agreed rewards and sanctions is an important feature of the anti-bullying policy.

The playground is probably the place where most bullying is likely to occur. All staff are watchful for bullying and all areas in which children play at break and lunchtime are supervised. Staff encourage children to play together and involve children in playground games utilising playground equipment where appropriate.

Action

Where incidents of bullying are reported to staff the following action should be taken:

1. All incidents of bullying will be listened to and reported to the class teacher. Serious incidents will be reported to the Headteacher or Deputy Headteacher and a bullying incident form will be completed.
2. The situation will be handled in such a way as to cause least distress to the Child reporting the incident.
3. All children involved will talk to the teacher, who will log all details prior to informing all responsible adults.
7. The unacceptable nature of the behaviour and consequences of any repetition will be made clear to all concerned and relevant action will be taken to safeguard all children.

Parental involvement

This policy outlines the importance of parental involvement in bullying issues. It is vital that parents are involved. If a parent reports an incident, action will be taken immediately. We would encourage parents to come into school and report any incidents affecting their child.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

SEN

Children with SEN and disabilities, may be particularly vulnerable to bullying. It is important that staff are vigilant in ensuring these pupils are supported effectively and are enabled to express themselves to an adult.

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