



LETHBRIDGE PRIMARY SCHOOL

ANTI BULLYING POLICY

Reviewed: April 2022

Review date: April 2024

This policy should be read in conjunction with the school's equalities, safeguarding and behaviour policies, with which it complies.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

'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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (Preventing and tackling bullying, DfE October 2014)

Bullying is not:

- ☆ falling out with people
- ☆ short term arguments
- ☆ friends breaking up
- ☆ occasional teasing

Bullying is anti-social behaviour defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Aims

- to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour

- all staff must be familiar with the academy’s current policies to protect pupils from bullying and other forms of harm, specifically the anti-bullying policy, behaviour for learning policy and the child protection policy.
- to take positive action to prevent bullying from occurring through a clear school policy on Personal and Social development
- to show commitment to overcoming bullying by practising zero tolerance
- to inform children and parents of the school’s expectation and to foster a productive working partnership, which helps to maintain a bully-free environment
- to make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

The main types of bullying are:

Categories	Forms
Verbal bullying	Persistent teasing, name calling, taunts, threats, sarcasm, spreading rumours
Physical bullying	Pushing, pinching, punching, kicking, use of weapon
Emotional bullying	Exclusion (you’re not playing with us), sending to Coventry, ridicule, humiliation
Extortion bullying	Forcing someone to hand over money, sweets, crisps or valuables
Hiding bullying	Coat, books, shoes, PE kit or precious items go missing (from pegs, cloakroom, drawer, bags)
Racist bullying	Racial taunts (making fun of customs, dress, music, accent, colour etc) graffiti, gestures
Bullying by gestures	Fists, sticking up two (or one) fingers, grimace, putting two fingers in mouth denoting physical sickness, give someone ‘bad looks’
Spoiling things	Scribbling on class work, homework or destroying a game
Cyber bullying	Inappropriate e-mail and/or text messages and use of social networking and messaging platforms such as WhatsApp
Homophobic Bullying	Use of the word ‘gay’ as a derogatory term. Taunting pupils by calling them words associated with homosexuality. Homophobic comments should be treated in the same way as racist comments

BULLYING and PEER ON PEER ABUSE

See Child Protection and Safeguarding Policy and The Behaviour Policy

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice which follows Government Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Bullying incidents are recorded using CPOMS and monitored by the Headteacher. SLT will work with home and the child to modify behaviour, engaging ELSA support or nurture group as necessary. Antibullying week and our Jigsaw programme of PHSE educates pupils about the impact of bullying. An Anti-Bullying team of pupils work with the PHSE lead teacher to engage pupils in fair play on the playground.

This school provides a Relationships Education curriculum which develops pupil/students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. Lethbridge has developed an RSE programme adapted from the Jigsaw scheme in consultation with parents, staff and governors. This is embedded within the PHSE curriculum, which is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. This 'Jigsaw' curriculum is broad, balanced and covers a range of safeguarding themes. E-safety is also taught in every year group and supported through visits e.g. from the local police and expert input e.g. Junior Good Citizen; NSPCC. Children are encouraged to participate in groups that form and sustain the safeguarding ethos of school, such as the school council and anti-bullying ambassadors.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;

- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

Reporting Procedures

The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Our PHSE scheme of work: Jigsaw, Values assemblies, including those from the NSPCC and the designated pupil notice boards in school remind pupils how to respond if they are worried about peer on peer abuse.

We create an atmosphere and environment where pupils can confidently report abuse, knowing their concerns will be taken seriously. Work around promoting 'trusted adults' is a live theme in circle times and PHSE sessions. Peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff are trained in the types of Peer on Peer Abuse. Data from CPOMS is analysed to identify trends and this is shared with the Swindon Borough Safeguarding Advisor. In addition to a support framework, the school will respond to bullying as outlined in Choices and Consequences below.

Procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- An account of the incident will be recorded in on CPOMS and monitored by the Headteacher
- The designated member of staff will interview all concerned and will record clearly the discussion on CPOMS.
- The headteacher and class teachers will be kept informed
- If, over a period of time, there is evidence that children are using bullying behaviour, the parents will then be informed
- Sanctions will be used as appropriate and in consultation with all parties concerned. These will range from missing playtimes to suspension. This will also be recorded on CPOMS

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil

- offering continuous support through regular opportunities to talk with a member of staff or peer mentor
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- participating in 'social group' activities

Within the curriculum, the school will raise awareness of the nature of bullying through inclusion in PSHE, assemblies, schools council discussions, displaying child friendly posters, school repeatedly revisiting the topic of bullying throughout the year in an attempt to enable children to understand the implications of their actions and eradicate such behaviour. Pupil voice will be gathered annually to inform policy and practices.

Staff responsibilities

- to implement procedures to confront bullying in any form
- to listen to all parties involved in incidents
- to investigate as fully as possible
- to take appropriate action and refer the matter to the headteacher for further action
- to record and inform parents of bullying incidents
- to promote the use of a range of teaching and learning styles and strategies which challenge bullying e.g. role-play, circle-time
- to foster by example the value in which we as a school believe
- to promote the use of interventions which are at least intrusive and most effective
- to record incidents of bullying in on CPOMS
- to retain records for monitoring purposes

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Lethbridge Primary School.

Lethbridge Primary School Council Anti-Bullying Charter

- **We believe that Lethbridge Primary School should be bully free.**
- **Every child at our school has the right to be safe and happy. They have the right to learn and play free from intimidation and fear, both in the school and outside.**
- **We do not tolerate physical violence, name-calling, exclusion from a group, or other actions that could damage a child's self-esteem.**

- We respect each other's belongings. Damaging, hiding or stealing another person's property is a form of bullying.
- We celebrate our differences and respect each other's strengths and weaknesses. When somebody makes a mistake or is not good at something we help them. We know that we can learn from making mistakes.
- We have a responsibility to make good choices about our own behaviour. We work together to make the school a happy place.
- Every member of Lethbridge Primary School has the responsibility to tell someone if they know somebody is being bullied. If we are worried about bullying we can go to any adult who will speak to the Headteacher. Everyone will take complaints seriously.
- Teachers deal with possible problems sensitively and may talk to our parents and carers.
- We regularly review our anti-bullying policy to try and make improvements. We welcome the help of governors, teachers and other children. We are always open to new ideas from other schools and groups of people.

(Chair)

Signed on behalf of the School's Council

Head Teacher

Chair of Governors