

# Anti-Bullying Policy



**Lapal**  
Primary School

<b>Policy creation:</b>	<b>April 2011</b>
<b>Draft document to SLT:</b>	<b>April 2011</b>
<b>Draft document to staff:</b>	<b>April 2011</b>
<b>Document review:</b>	<b>Sept 2022</b>
<b>Document review date:</b>	<b>Sept 2023</b>
<b>Document Review :</b>	<b>Sept 2024</b>
<b>Document review date:</b>	<b>Sept 2025</b>

## Lapal Primary School



## Policy on Bullying

### 1 Introduction

- 1.1 It is the intention of all staff whether Teachers, Teaching Assistants or other school staff or any other person with whom pupils come into contact to ensure that pupils feel safe, supported and free of the danger of being bullied.

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying or racism of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone they trust and will know that incidents will be dealt with promptly and effectively.

Children are taught to support their peers and report any example of bullying behaviour they may witness.

Any racist incidents must also be reported. We follow the Local Authority Policy on reporting these incidents.

In March 2011 Dudley LA produced the 'Children and Young People's Anti-bullying Policy', this policy reflects this guidance.

### 1.2 What is bullying?

***'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'***

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2017, Department for Education)

**Definition shared with our pupils:**

***'Repeated negative behaviour that is intended to make others feel upset, uncomfortable and unsafe.'***

*(Definition from Anti-Bullying Pro, Diana Award)*

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional quarrel or one-off fight.

Bullying can take lots of different forms and sometimes children and young people do not realise that what is happening to them is bullying. Examples may include any of the following, repeated over a period of time:

**Child on Child abuse** – which could be in the form of any of the abuse described below.

**Physical** – kicking, hitting, pushing, or any use of violence, taking and damaging belongings

**Verbal** – Name calling, taunting, mocking, making nasty comments, making threats.

**Emotional** – leaving people out / deliberately ignoring, gossiping, spreading rumours.

**Cyber-bullying** – All areas of internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

**Racist** - racial taunts, graffiti, gestures.

**Sexual** - unwanted physical contact or sexually abusive comments.

**Homophobic** - because of, or focusing on the issue of sexuality.

## **2 Aims and objectives**

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **3 The role of governors**

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate

records of incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

#### **4 The role of the Head of School and the Leadership team**

- 4.1 It is the responsibility of the Head of School to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- 4.2 The Head of School and the Leadership team ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School and the leadership team draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head of School and the Leadership team may also investigate any reported misuse of technologies, by pupils, out of school hours linked to bullying.

- 4.3 The Head of School endeavours to ensure that all staff receive sufficient information to be equipped to identify and deal with incidents of bullying.
- 4.4 The Head of School and the Leadership team sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

#### **5 The role of the teacher and support staff**

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Phase/Key Stage Leader, Assistant Head, Assistant Head of school or Head of School as appropriate. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head of School, the teacher informs the child's parents.
- 5.3 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their

behaviour in future. If a child is repeatedly involved in bullying the member of staff informs the Head of School, the Leadership team and the SEN leader as appropriate. The teacher will then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head of School may contact external support agencies.

- 5.4 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

#### Procedures for Staff

All staff, including lunchtime assistants and teaching assistants follow the same procedure when an incident of suspected bullying is reported or witnessed.

- Reassure the child/parent that they have done the right thing by telling someone.
- Ensure the child knows that the best thing is not to retaliate.
- Listen to the child/parent and make a record of any key information with names, dates and times.
- Try to obtain or collate any evidence (written or a witness). The staff will stay impartial, collecting facts and ensuring records are not opinion based.
- In the case of cyber bullying help the person to keep evidence such as screen capture or not deleting emails or texts, and help the child to understand how to prevent a repeat (i.e. changing contact details, leaving a chatroom etc.)
- Share the information with the Headteacher and consider subsequent action and support. NB For incidents of cyber bullying this may include content being removed or disciplinary powers being used to confiscate ICT equipment e.g. mobile phones. In cases of illegal content, the police will be informed.
- Inform both sets of parents of action to be taken.
- If bullying persists the Head of School will involve the parents in improving the situation

## **6 The role of parents**

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should;

- Find out all the facts first
- Try not to get angry or more involved than your child wants you to. Ask your child what they want you to do, if anything
- Provide support for your child
- Contact the school for further support

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

### **Procedures for Parents**

If a parent suspects that their child is being bullied, then the following procedure should be followed:

- Listen to your child. Consider whether this is **'several times on purpose'** or whether it is a single incident.
- Talk to your child and find out the facts. Keep a diary of 'incidents'. This will help the school or setting ascertain the events.
- Encourage your child to tell the child who is upsetting them that what they are doing is not making them feel good and if they don't stop they will tell an adult.
- Encourage your child to inform their class teacher or inform the class teacher directly who will discuss the issue with you and record the key information.
- Approach a member of staff within school, ideally the class teacher.
- **Don't try and sort it out yourself by approaching the other child or parent or carer.**
- Make an appointment, with enough time to talk.
- When talking to the school try not to be aggressive, or lose your temper. A good working relationship between parent or carers and school is essential and will help to resolve the situation more quickly.
- Allow time for the class teacher/school to investigate allegations and deal with your concerns, and initiate support activities for the children.
- Make a note of the action school intends to take.
- There may be things you can do at home to help. Please ask.
- Stay in touch

Sometimes the outcome of 'incidents' is uncomfortable for parent or carers or carers and children to deal with, particularly if the episode is found to be genuine. If you learn that your child has been unkind to others, try to stay calm. The school will work with you and your child to make things better.

## **7 The role of pupils**

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, school council and at any other time.
- 7.3 A groups of pupils in school will apply to become Anti-bullying Ambassadors, where they will receive training from The Diana Award Anti-Bullying Ambassador programme. After receiving the training students become Anti-Bullying Ambassadors in school. In their role, they help to educate their peers on bullying, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline.

## **Procedures for Pupils**

### **What do you do if you are being bullied?**

First of all – **don't worry** - this can be sorted out. Think about what is happening to you, stay calm. Are you sure you are being bullied? It could be something else that is making you unhappy such as:-

- Falling out with friends
- An argument
- A game (that has gone wrong)
- People not letting you join in with a game or activity

These things are important, and they make you sad, but this is not always bullying. If someone is being very unkind, or hurting you – and you don't know why, and you can't stop it – then this is what to do.

It is important that you talk to someone. This could be:

- A teacher
- An older pupil
- Your friend
- Anti-bullying Ambassador
- Sports Leader
- House Captain
- A member of the pupil Leadership team
- Someone at home
- Someone you trust
- A lunchtime supervisor

Don't be afraid to tell someone, bullies rely on you keeping quiet.

### **Don't keep it to yourself**

### **Links with other policies**

This policy is linked with the following policies:-

*Behaviour*

*Child protection/ Safe guarding procedures*

*Equal opportunities*

## **8 Monitoring and review**

- 8.1 This policy is monitored by the leadership team, who report to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.