



Lyminster Primary School

Anti-bullying Policy

September 2024 – September 2026

Approved by:	Headteacher
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Last reviewed on:	September 2024
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Next review due by:	September 2026
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THIS POLICY AIMS TO STOP BULLYING

The Anti-Bullying Policy is underpinned by the school's commitment to the principle of the individual and equal value of each member of the community, child or adult.

The school will provide a safe and challenging environment in which each member of the community (pupils and staff) is valued, irrespective of ability (either mental or physical, culture, gender, social background, home circumstance, races, religion or sexuality).

The Anti-Bullying Policy reinforces the principles set out in the Children Act 2004, and is designed to support the 5 outcomes of "Every Child Matters". The major objectives of keeping children and staff safe from bullying, harassment and discrimination are key elements.

Lyminster Primary School is committed to creating and maintaining a working atmosphere in which all pupils feel safe and valued, and we recognise that pupils can only learn effectively if they feel safe. This includes ensuring that we do everything possible to ensure bullying does not take place on the school site and responding quickly and effectively.

Why an anti-bullying policy?

Bullying

- is not tolerated at Lyminster Primary School but it would be foolish to pretend that it will not happen from time to time
- happens in every school and national studies show that bullying occurs widely
- affects everyone, not just the bullies and the victim
- affects other pupils and less aggressive pupils can be drawn in by group pressure
- is not an inevitable part of school life, will not be tolerated and will always be acted upon
- is not a necessary part of growing up and should not be tolerated.
- does not usually sort itself out

Bullying can take place between:

- Pupils
- Pupils and staff
- Between staff
- Individuals or groups.

Objectives of this Policy

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Staff, pupils and parents should be assured that they will be supported when bullying is reported.

To tackle all bullying issues and bring to a satisfactory outcome for all parties.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Types of bullying to be aware of:

- **emotional**

being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

- **physical**

pushing, kicking, hitting, punching or any use of violence

- **racist**

racial taunts, graffiti, gestures

- **sexual**

unwanted physical contact or sexually abusive comments

- **homophobic**

because of, or focussing on the issue of sexuality

- **verbal**

name-calling, sarcasm, spreading rumours, teasing

- **online**

The use of social media, messaging and calls

Misuse of associated technology e.g. photos and videos

All governors, staff, pupils and parents should have an understanding that bullying is:

Usually deliberate, hurtful behaviour.

Often repeated over a period of time.

Very difficult for those being bullied to defend themselves.

The bully may find it difficult to learn new social skills.

The bully often exercises inappropriate power over the victim.

Possible signs of bullying

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.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- frequent complaints about another child
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

What must we do?

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

- The reasons for bullying will vary from cases to case so it would not be appropriate to use the same response on every occasion. Our aim will be for the bully to recognise and stop his/her behaviour
- Should any member of staff receive information about an alleged bullying incident, they will pass this information directly to the class teacher and Headteacher.

ANTI-BULLYING PROCEDURE

Roles and Responsibilities

The Headteacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is Deputy Headteacher.

with responsibility for:

- Policy development and review involving staff, governors, parents/carers and relevant agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

There is a nominated governor with the responsibility behaviour including Anti-bullying.

Implementation

For the Policy to work, everyone needs to know how to approach bullying. The following advice will provide clear guidelines:

Guidelines for All Staff and Other Adults

- Always take complaints about bullying seriously.
- Tell pupils that bullying is totally unacceptable.
- Be aware of parts of the school where bullying is likely to occur and monitor them carefully.
- Sort out bullying positively and be proactive in investigating any reports of bullying.
- Report incidents to Senior Leadership team.
- Watch out for intimidation, both in and out of lessons. It can be physical but sometimes discrete.
- Although we disapprove of bullying and will punish those who bully, we must make sure that the bully has a way of changing his/her behaviour and be re-integrated into our school community.
- There is a link on the school website to report bullying issues that involve adults and advice is needed. Also professional unions can be approached for advice and support.

Additional Guidelines for Teachers

- Always remember that the victim of bullying will need counselling and support.
- It may be necessary for counselling to be available for the bully.
- Parents of all pupils involved should be contacted as soon as possible.
- The school policy on bullying should be clearly explained to all involved, including parents. Anti-Bullying brochures to be made available for pupils and parents.
- The involvement of external agencies – Education Welfare Service, Educational Psychologists, Behaviour Support key-workers should all be considered.
- The Year Leader should inform all staff when serious bullying has taken place.

Guidelines for Pupils

- To deal with bullying effectively, it is important that pupils are able to see the difference between simple fall-outs or misunderstandings and bullying (as defined earlier).

- Pupils should be aware of the different types of bullying -being called names, hitting, pushing/showing, taking others belonging, spreading rumours, threats and intimidation, abusive phone calls and texts, sending unpleasant messages over the Internet.
- If something happens once, it may not be bullying but it is bullying if it occurs over days, weeks and months.
- **Pupils must tell someone**, as there are lots of people that pupils can talk to if they have a problem. These include a friend, a parent, any teacher, school nurse, lunchtime supervisor, teaching assistant or office staff.
- If pupils are being bullied, or want to report somebody being bullied, and do not feel you can talk to someone, then use the schools' web site held in the virtual learning environment.

The school will adopt a four-phase approach to bullying.

Phase 1

Prevention:

- Bullying is part of the PSHE/Citizenship programme for all pupils.
- Professional development for staff relating to bullying, harassment and proven counter measures
- Anti-bullying advice leaflet is available to both pupils and parents.
- Regular school assemblies are delivered on bullying for all year groups.
- Survey work is carried out through School Council to review approaches and attitudes to bullying.
- All staff and pupils to sign an Acceptable Use Internet agreement
- The school policy is available on the school web site and also available in a hard copy for parents.
- Issues associated with bullying are publicised – for example on school website and Moodle, including links to support sites such as www.anti-bullyingalliance

Phase 2

Early Intervention:

- Promote pupil reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding pupils and staff to report incidents of bullying.
- Regular monitoring of pupil traffic on school's computer networks to identify potential problems.
- Parents encouraged to contact school if they become aware of a problem.
- Interview all parties
- Inform parents
- Enter on Behaviour Watch program and monitor
- Depending on the situation a range of strategies could be used, for example, solution focus, restorative justice, circle of friends, individual work with the victim, perpetrator, referral to outside agencies if appropriate.
- Referral to Behaviour Policy and school sanctions
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- Public recognition and reward for positive behaviour and resolution of problems.

Phase 3

Intervention – Pupils:

- Clear information is given to all pupils that bullying will not be tolerated.
- Anti-Bullying Week is celebrated annually in November.
- Careful monitoring of specific areas of school occurs on a regular basis during patrols.
- Pupils are encouraged to take responsibility for the safety and welfare of others.
- Reports of bullying are dealt with promptly, and investigated thoroughly.
- There are clear penalties for bullies with a stepped response

- All incidents are recorded in the year group computer log and central log held by the Coordinator
- A contract is used with bullies which is clearly designed to modify their behaviour.
- A caring friend/buddy is assigned to new pupils to help them settle into their new school environment.
- There is an immediate response to victims of bullying with contact with parents.
- Parents of the bully are contacted within 24 hours.
- A victim support network is set up quickly.

Intervention – Staff:

It is important that expectations of behaviour are understood:

- The schools' home-school agreement outlines the expectations of parents in dealing with staff at the school. However, should an incident develop then this outlines the next steps.
- 'log' all incidents
- Seek the support of line manager in managing the incident/pupil/parent. The line manager will keep the Headteacher informed
- Ensure all meetings with pupils/parents are supported by the attendance of another member of staff
- Persistent concerns will be reported to the Headteacher for discussion with governors.

Phase 4

Post Violation:

- Reinforcement of positive behaviours
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies, including Behaviour Watch.
- Rewards for positive behaviour.
- Consequences for pupils will be individually based and may involve:
 1. teaching social problem solving strategies and mending of relationships
 2. exclusion from class,
 3. exclusion from playground,
 4. withdrawal of privileges,
 5. ongoing skill development from appropriate agency for both victim and bully,
 6. school suspension.

These measures may not always be sufficient for all incidents of bullying e.g. involving Staff.

In particular, with the increase of cyberbullying, more details of procedure are necessary.

The following steps may assist:

- Staff should never retaliate to, i.e. personally engage with, cyberbullying incidents. They should report incidents appropriately and seek support.
- Keep any records of the abuse – text, emails, voice mail, web site or instant message. Do not delete texts or emails. Take screen prints of messages or web pages, and be careful to record the time, date and address of the site.
- Staff should inform the designated member of senior management at the earliest opportunity.
- Where the perpetrator is known to be a current pupil or co-worker, the majority of cases will be dealt with most effectively by the school's own mediation and disciplinary procedures.
- Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of

people using another individual's phone or hacking into their IM or school email account to send harmful messages.

- If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message.
- Monitoring and confiscation must be appropriate and proportionate.
- Parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.
- The designated member of the Leadership Team will discuss with the Headteacher and agree who should contact the police where it appears that a law has been broken – for example, where death threats, assault, or other racially motivated criminal offences are involved. Where a potential criminal offence has been identified, the school should ensure that any internal investigation does not interfere with police inquiries. School staff are of course able to report incidents directly to the police.