



Anti-Bullying Policy

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Introduction

Bullying of any kind is unacceptable in our school. Our anti-bullying policy aims to ensure that all of our children can learn in a supportive, caring and safe environment without fear of being bullied. We are a 'Tell Someone' school. This means that anyone who knows that bullying is happening is expected to tell staff, parents or a trusted adult. If bullying does occur, all pupils should be able to call it out and know that incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is defined as the 'repetitive, intentional hurting of one person or groups by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-Bullying Alliance)

Bullying is the use of aggression, language or actions that are taken with the intention of hurting another person. Bullying results in pain and distress to the victim, it can be direct (physical/verbal) or indirect (being ignored or cyber bullying). It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is targeted specifically at an individual or group.

The children are taught that Bullying means **S**everal **T**imes **O**n **P**urpose.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures, isolating others, ridicule, humiliation, intimidation, manipulation
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – unwanted physical contact, sexually abusive comments, inappropriate touching, exposure to sexual material
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and internet chat room misuse; mobile threats by text messaging / phone call; misuse of associated technology i.e. camera and video facilities

It can also include material bullying which includes damage to belongings and extortion. Perpetrators may use different pretexts as the basis of their bullying, which can include basing their comments or actions on:

- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need
- The race of the victim e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim e.g. homophobic bullying

Bullying is not:

It is important to understand that bullying is not the isolated falling out with friends, name calling, arguments or when the occasional “joke” is played on someone. Children do sometimes complete negative actions or say unkind things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns and difficulties, the occasional name calling or a childish prank through communication and mutual understanding. We support children in how to deal with these situations and develop social skills to repair relationships within their curriculum and within daily support from staff throughout the school.

Children

- Children are encouraged to **Speak Ot Straightaway.**
- They are encouraged to report possible bullying to any member of staff that they trust, a friend or a member of their family.
- Children who are “bystanders” are encouraged to support their peers by reporting any suspected bullying.
- Safeguarding boards are in each year group where a photograph of the anti-bullying champion, Mrs Gould, is displayed.

The Role of Staff

- All incidents of suspected bullying will be dealt with by the member of staff they are reported to, following the school’s staged approach (Appendix 2)
- All members of staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate, the matter must be referred immediately to a senior member of staff.
- The Headteacher will also be informed when bullying is confirmed following a robust investigation, with relevant actions taken in keeping with the school’s staged approach (Appendix 2).
- All incidents of bullying will be logged on My Concern with relevant categories attached in order to support ongoing monitoring for patterns of behaviour.

The Role of the Governors

The Governors support the Headteacher in all attempts to eliminate bullying from our School. The Governors will not condone any bullying at all in our School, and will support the school to uphold this policy in relation to any incidents of bullying that do occur in order that they are dealt with appropriately.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school's Anti-bullying Policy to ensure that all staff (both teaching and non-teaching) are aware of this policy and how to identify and deal with incidents of bullying. The Headteacher reports to governorship and trustees on request about the effectiveness of the Anti-bullying Policy.
- The Headteacher ensures that all children know that bullying is unacceptable behaviour.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The Role of Parent(s) / Carer(s)

- Look out for unusual behaviour in their children.
- Advise their children not to fight back.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- Share any concerns with their child's class teacher or a member of the school's leadership team.

Parents / carers must be informed in relation to all incidents of bullying, whether alleged or proven. If necessary and appropriate, and particularly if behaviour in school is repeated out of school and in serious cases, parents will be asked to come in for a face to face meeting to discuss the issues that their child is experiencing. Parents / carers are advised to not approach any perceived perpetrator of bullying or their parents either inside or outside of school or to involve family members in confronting the 'bully'. Parents / carers should instead inform the school immediately and we will investigate following the school procedures.

Procedures – Outcomes

Victim

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.

- The victim will be consulted with on how to rebuild relationships with the perpetrator if they wish to do this and are considered ready to do so.
- Referral to the Pastoral Support Team may be considered appropriate.
- Following investigations, staff will periodically 'check in' with a child that has been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator

- The perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel. A restorative justice approach may be used to support this process.
- Children that have been bullies are supported to modify their behaviour – this may be through a monitoring card, structured lunchtimes including pastoral support (this could be by the school's anti-bullying champion) and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of break time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parent(s)/Carer(s)

- Parent(s)/carer(s) of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parents' views will always be considered but the school stresses that, wherever possible, reconciliation will be considered in order to provide clear resolution for all concerned whilst not condoning the bullying.

Reconciliation

- Restorative meetings and discussions at the consent of the victim and where deemed appropriate may be used to support reconciliation.
- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.

- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Recording

- All behaviour incidents involving alleged or proven bullying are recorded on My Concern. These are periodically checked to see if there are patterns of repeated behaviours that are highlighted, including those that may not have initially been identified as bullying, but may actually be reviewed as bullying due to their pattern and content.
- All concerns are categorised within the system according to the categories of bullying, in order to support the identification of trends and patterns of behaviour.
- The Senior Leadership Team is responsible for monitoring My Concern records, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of incidents, for example numbers of incidents, numbers of children involved, analysis of sanctions, will help staff to measure the success of our policy for addressing any incidents of bullying disclosed.

Prevention

We aim to help children to prevent bullying. As and when appropriate, children may be asked to, in addition to their learning within the Citizenship curriculum:

- Write and sign class rules at the start of each year;
- Write stories or poems or draw pictures about bullying;
- Read stories about bullying or have them read to a class or assembly
- Use role play and 'hot-seating' to help create feelings of empathy
- Have discussions about bullying and why it should not happen.
- Participate in anti-bullying events to highlight the effects of bullying and how we can all ensure that there is no bullying at LMPS.

The school has a range of strategies in place to help children work and behave cooperatively in order to minimise the possibility of bullying taking place.

- Regular assemblies (class / key stage / whole school) focus around PSHE themes of bullying, friendship and expected behaviour.
- A clear Behaviour Policy exists that rewards positive behaviour choices.
- Rules are clear and straightforward and focus on positive attitudes. One of the key school Learning Muscles is that at LMPS 'We choose kindness and work together'.

- A pro-active stance is taken towards any behaviour that is not in line with our expectations.
- Cooperative links exist with the local police (through the Safer Schools Community Team) to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside the school as appropriate.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- 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
- Progress at school slows down
- 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 someone who has asked them for money)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 1 - STOP and SOS poster

Messaging to be placed within each child's planner from Year 1 – Year 6



Appendix 2 – LMPS Anti-Bullying Staged Approach

LMPS School Anti-Bullying Staged Approach

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- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need
- The race of the victim e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim e.g. homophobic bullying.

The following chart provides information about how LMPS will respond to cases of bullying. All consequences and support strategies listed are a general guide and are subject to change depending on the level of bullying and level of support required. Other sanctions may be applied, for example, following incidents of violence against another pupil.

At all levels, parents / carers of both the perpetrator and the victim are made aware of what has happened and what is being put in place, this may be through a phone call or a parental meeting in person.

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 1 First report of recognised bullying	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate and victim agrees.</p> <p>Sanctions could include:</p> <ul style="list-style-type: none"> • Loss of social time • Warning of further consequences • Class report 	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate and victim agrees.</p>	<p>Staff collect statements for Year Leader</p> <p>Year Leader sets up restorative meeting and agrees appropriate sanctions.</p> <p>Year Leader reports bullying on My Concern System - recorded with bullying category. Note placed on pupil file that formal warning (stage 1) has been given.</p> <p>Year Leader reviews with Pastoral Lead / SENCO.</p> <p>Year Leader to contact both sets of parent(s) / carer(s) within 1 day</p>

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 2 Second report of bullying	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Personal reflection completed in relation to incidents.</p> <p>Access to Pastoral Support if required.</p> <p>Sanctions could include: Loss of social time 'Zoning' on the playground After School Detentions Year Leader Report Warning of next steps</p>	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Access to Pastoral Support if required.</p> <p>Further opportunities to report concerns directly, e.g. through communication book, to be investigated.</p>	<p>Staff collect statements for Year Leader</p> <p>Year Leader sets and actions appropriate sanctions.</p> <p>Year Leader reports bullying on My Concern System - recorded with bullying category. Note placed on pupil file that second formal warning (stage 2) has been given.</p> <p>Year Leader reviews with Pastoral Lead / SENCO.</p> <p>Year Leader to contact both sets of parent(s) / carer(s) within 1 day</p>

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 2 Isolated but more severe bullying	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Personal reflection completed in relation to incidents.</p> <p>Access to Pastoral Support if required.</p> <p>Sanctions could include: Internal Exclusion After School Detentions Loss of social time 'Zoning' on the playground Year Leader Report</p> <p>Fixed Term Suspension to be put in place if deemed to be appropriate by Headteacher following specific incident</p>	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Access to Pastoral Support if required.</p> <p>Further opportunities to report concerns directly, e.g. through communication book, to be investigated.</p>	<p>Staff collect statements for SLT member</p> <p>SLT member sets up restorative meeting dependent on level of bullying</p> <p>SLT member reports bullying on My Concern System - recorded with bullying category. Note placed on pupil file that formal warning (stage 2 case) has been given.</p> <p>SLT member reviews with Pastoral Lead / SENCO.</p> <p>SLT member to contact both sets of parent(s) / carer(s) prior to the end of the school day.</p>

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 3 Third report of bullying	<p>Statement taken from pupil.</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Personal reflection completed in relation to incidents.</p> <p>Priority access to Pastoral Team if felt this is required.</p> <p>Sanctions could include: After School Detentions SLT Report Alternative social time Alterations to timetable Separation in class</p> <p>Fixed Term Suspension to be put in place if deemed to be appropriate by Headteacher following specific incident</p>	<p>Statement taken from pupil.</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Priority access to Pastoral Team if felt this is required.</p> <p>Further opportunities to report concerns directly, e.g. through communication book, to be investigated.</p>	<p>Staff collect statements for Assistant Headteacher / Deputy Headteacher.</p> <p>Assistant Headteacher / Deputy Headteacher sets up restorative meeting dependent on level of bullying.</p> <p>Assistant Headteacher / Deputy Headteacher reports bullying on My Concern System - recorded with bullying category. Note placed on pupil file that stage 3 level has been reached following multiple reports.</p> <p>Assistant Headteacher / Deputy Headteacher reviews with Headteacher.</p> <p>Both sets of parent(s) / carer(s) prior to the end of the school day by Assistant Headteacher / Deputy Headteacher.</p>

Incident level	Sanction for the Perpetrator	Support in place for the Victim	Staff Actions
Stage 4 Fourth or ongoing reports of bullying	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Personal reflection completed in relation to incidents.</p> <p>Priority access to Pastoral Team if felt this is required.</p> <p>Extended period within Internal Exclusion or an extended Fixed Term Suspension (FTE) where appropriate and deemed as lawful, reasonable, fair and proportionate by Headteacher</p> <p>Further measures to continue until evidence demonstrates that conduct has improved, could include: Alterations to timetable Alternative social time Separation in class / learning outside classroom</p>	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between perpetrator and victim if felt appropriate.</p> <p>Priority access to Pastoral Team if felt this is required.</p> <p>Enhanced monitoring and adjustments with an aim to provide security to pupil (agreed between class teacher, SLT and pupil).</p>	<p>Staff collect statements for Headteacher</p> <p>Headteacher sets up restorative meeting if deemed to be appropriate. This may be delayed until other actions have been completed in relation to reflection from perpetrator.</p> <p>Headteacher reports bullying on My Concern System - recorded with bullying category. Note placed on pupil file that stage 4 level has been reached following multiple reports.</p> <p>Headteacher reviews with Standards Officer.</p> <p>Headteacher to contact both sets of parent(s) / carer(s) prior to the end of the school day.</p>