ANTI-BULLYING POLICY

The Governors and staff of Lyonsdown School believe that the School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

To be Healthy
To Stay Safe
To Enjoy and Achieve
To Make a Positive Contribution
To Achieve Economic Well-being

This policy adheres to Regulations Part 3 paragraph 10 for anti-bullying, and part 3 paragraph 7 for Safeguarding. Further guidance can be found in the document 'Preventing & Tackling Bullying: advice for head teachers, staff and governing bodies' (Oct 2014).

Our stated school policy is to provide a happy and caring environment in which each pupil has the opportunity to achieve their full potential, and our policy on bullying is an integral part of achieving this aim. Bullying will affect self-esteem, happiness, creativity, community, security, motivation, academic and personal achievement. It erodes trust and respect and places little or no value on love for one another.

Definition of Bullying:
Bullying is that kind of behaviour which is deliberately hurtful and repeated over a period of time and against which victims find it difficult to defend themselves.

It can take the form of; physical, verbal, social, sexist, homophobic, through electronic or cyber means and be racial. A person may be targeted due to religious beliefs, cultural heritage, sexual gender, and disabilities or difficulties.

It includes:
physical - hitting, kicking, taking belongings, lack of cooperation (e.g. working with particular individuals)
verbal - name calling, insulting, making offensive remarks
indirect - spreading nasty stories about someone, excluding them from social groups or being made the subject of malicious rumours, manipulative behaviour
Intimidation – cyber bullying, (social websites, e-mail, mobile phone texting, photographs)

Definitions

Physical bullying includes behaviours such as; hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.
Verbal bullying includes behaviours such as; name calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments, or sexual harassment.
Social bullying includes behaviours such as; rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish, and damaging friendships.
Electronic or Cyber bullying includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships. (See E-Safety Policy).
Racial bullying includes behaviours such as; treating people badly because of their racial or ethic background, saying bad things about a cultural background, calling someone racist names, or telling racist jokes.
Religious bullying treating people badly because of their religious background or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.
Sexual bullying includes behaviours such as; leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour and name calling.
Disability or learning difficulties (SEND) bullying includes behaviours such as; leaving someone out or treating them badly because of a disability or difficulty, making someone feel uncomfortable because of a disability or difficulty, or making hurtful comments or jokes.

Homophobic bullying includes any hostile or offensive action, as defined above relating to sexual orientation, including verbal, physical, emotional, social exclusion, harassment, insulting, degrading comments, name calling, gestures, taunts, insults or jokes.

Aims and Objectives:

To create environments which encourage the individual to be happy, confident, interested, involved, cooperative and responsible.

To create an environment where pupils feel confident to report incidents either involving themselves or others to staff, knowing it will be dealt with appropriately.

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community.

- To raise awareness of the seriousness of bullying, both physical and emotional (which may cause psychological damage);
- To raise awareness throughout the school of the presence of a bullying policy and procedures for dealing with it by publishing on the website,
- To implement the policy through:
  - assemblies
  - PSHME (personal, social, health, moral education and citizenship)
  - form periods
  - projects
  - drama
  - literature
  - current affairs
  - circle time
  - playground friends
  - mediation by adults;
- To place 'ChildLine' information posters in prominent places, eg. the library;
- To establish a procedure to follow;
- To make it clear that we will not tolerate oppression of one by another;
- To ensure that everyone knows that bullying is completely unacceptable and that they will be given support if they help to stop it.

Procedures:
Children

What to do if you see bullying happening:
- tell any adult either at school or home
- tell the bully to stop if you feel you can
- do not join in

What to do if you are bullied:
- tell any adult at home or school. This is not telling tales, you will be given immediate support, and the matter will be investigated.

Staff
- listen to the child and record everything in writing
- victim may also record events in writing
- alleged bully may also record events in writing
- teacher should record discussions with both parties
- reports to be placed in files with copies sent to both parents involved
- parents should respond in writing to the teacher
- non-teaching staff should report any incident to the Head or another adult
- ensure everyone knows that bullying is completely unacceptable and they will be given support if they help stop it
- do not bully the bully but make clear that their behaviour is totally unacceptable
- reward non-aggressive behaviour
- help bullies to help others

- give responsibility and try to improve social skills and assertiveness of the victim and raise their self- esteem which is shared through PSHMEE&C and class/school responsibilities
- make clear to the parents of bully and victim of the action to be followed
- ensure an assigned person whom pupils feel they may trust is available for the children to talk to in confidence, (normally their form teacher)
- pass appropriate information on to next year's form teacher
- discuss bullying with pupils in role playing situation viewing things from victim's position. (Design posters, make leaflets with children, use drama situations)
- discuss racial harassment
- use pupils to help shy children or newcomers feel accepted and welcome.

Make clear to pupils:
- If they feel they are being made to feel uncomfortable by the words or actions of another pupil(s), they should make it clear that it is not acceptable to them and ask them to stop.
- If they witness unkind words or actions or bullying of any kind they should inform an adult, at school or at home, as soon as possible.
- If a pupil is being subjected to unkind words or action or bullied themselves, they should always inform an adult, either at school or at home as soon as possible.

Staff responsibilities and training
- Monitoring by staff and volunteers of all parties concerned will take place after an incident has been investigated and dealt with to ensure repeated bullying does not take place. As part of their responsibility for the pastoral care of the pupils in their class, class teachers are responsible for monitoring any cases of bullying within that class so that patterns maybe identified. All matters are referred to the Head who will in serious cases take over in the monitoring of a pupil or pupils. Record keeping is part of this monitoring.
- Staff awareness is raised and the principles of school policy discussed at staff meetings in association with child protection policy and/or children of concern. (Training for staff provided by LBB (or the Head Teacher).
- Staff are aware of signs to look for with regard children who may be vulnerable to bullying.
- Staff awareness of available links with support agencies, if necessary, for children who may be susceptible to bullying e.g. those with SEND, subject to homophobic discrimination and transgender issues.
- Good examples are set by staff and pupils including the positive sharing of success by others.

Parents have access to clear policies with regard to good behaviour and respect. Parents are encouraged to share any concerns they may have and the positive part they can play to prevent bullying, including when they find themselves as bystanders.

Outcomes:
- The bully (bullies) may be asked to make a sincere apology.
- If possible, the pupils will be reconciled.
- Parents of the victim and bully (bullies) need to be fully informed what has happened by way of consultation.
- Any exchange of letters must be kept on file.
- Playtime exclusion may be imposed as a sanction.
- A pupil may be put on behavioural report to be monitored by the Head, class teacher and in consultation with parents.
- In extremely serious cases suspension or exclusion may be considered.
- Procedures to follow, so that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies (such as police/children social care) is known, and records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

Note – a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Please refer to our Behaviour/Discipline & Sanctions Policy, Safeguarding Policy, Equal Opportunities Policy, Exclusions Policy and E-Safety Policy.

Reviewed: Spring 2017
Ratified: Spring 2017
Next review: Autumn 2019 - Or if regulatory requirements require change.
Ratification responsibility of the Education Sub-Committee