

Lostock Hall Primary School ANTI-BULLYING POLICY

MISSION STATEMENT: Fun and Excellence

“BULLYING IN ALL ITS FORMS IS UNACCEPTABLE AT LOSTOCK HALL PRIMARY SCHOOL”

Rationale

At Lostock Hall Primary School we recognise that to help children achieve as much as they can in life, issues that make them feel unsafe and unhappy need to be tackled proactively and this includes bullying. Children and young people who are perceived as different are particularly vulnerable to bullying behaviour. All incidents of bullying must be taken seriously, acted upon and followed up.

Definitions

Lostock Hall Primary School defines bullying as:

- Any words or behaviour designed to hurt you or your feelings, that are repeated often over a period of time and you find it difficult to deal with.

Bullying can take a number of different forms, for example:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking, making offensive comments;
- **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- **“Cyber-bullying”** where technology is used to hurt an individual - for instance, text messaging, posting messages on the internet;
- **Racist** bullying is motivated by racial, ethnic or cultural prejudice;
- **Sexist** bullying is motivated by a prejudice against someone because of their gender;
- **Homophobic/Biphobic** bullying is motivated by a prejudice against lesbian, gay or bisexual people;
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who are transgender;
- **Disability** bullying occurs is motivated by a prejudice against people with any form of disability.

School Approaches to the Prevention of Bullying

Our approach to identifying and dealing with bullying is best described using the STOP system:

Several **T**imes **O**n **P**urpose

Start **T**elling **O**ther **P**eople

Deal with bullying

Report and Record – Silence is not an option.

If a child feels that they or a peer are being bullied they should report their concerns to any member of staff, often this may be someone that they feel most comfortable with. Likewise any member of staff or a parent can report suspected bullying incidents to a member of staff, the Head teacher or a member of the Senior Leadership Team. All reported information should be recorded.

Investigate incidents and act

All allegations of bullying should be taken seriously and investigated. Equally, premature assumptions should be avoided. Staff members will follow up each incident with both the victim and the perpetrator/s to ascertain what has happened. Begin by talking with the victim and then any witnesses and collect statements and evidence. Explain the process to the victim so that they understand the matter is being dealt with. Ask them what they would like to happen. Approach the perpetrator with evidence. It is important that they have an understanding of the effect of their actions on the victim. Bullying incidents will be recorded and monitored closely, using CPOMS, to identify any patterns or repeated incidents.

Check with the victim. 'Are you happy?' 'Is this resolved?'

Appendix 1: Additional strategies we use to support our policy

Appendix 2: People with specific responsibilities

Appendix 3: Support for the victim and the perpetrator

Policy Written: Helen Topliss

Agreed by: Curriculum sub-committee Date:15.05.15

Review Annually

Last reviewed April 2022

Appendix 1

Additional strategies we can use to support our policy

- Pupil and parent surveys to assess the feelings and views of our children and their families.
- A robust Behaviour Policy with both rewards and sanctions.
- A Code of Conduct in the form of Golden Rules that is consistent in all aspects of school life, both on and off site.
- Regular review and evaluation of our teaching of citizenship and PHSE.
- Focussed use of resources such as social stories, emotion fans and non-verbal signals eg time out cards.
- Pupils supporting each other through buddy systems.
- Regular circle times and class discussions of problems, concerns and issues relevant to each class group.
- Whole school focus, through assemblies,
- School Council.
- House systems.
- Focussed emotional support for children through Outreach Support e.g sessions in anger management, self-esteem, social skills and safe space.
- Lunchtime and after school clubs used to support vulnerable children.
- Access to family support worker.
- Playground Pals.
- Friendship Bench in the playground.
- Phys Kids scheme.
- Close links with PCSOs who provide regular discussion / training sessions for the children.

Appendix 2

People with specific responsibilities

Mr Hamilton is the member of staff responsible for co-ordinating equality work.

Curriculum Sub-committee will monitor provision and review policy.

Mr Hamilton / Mrs Dockry are the staff responsible for monitoring the way reported incidents are dealt with.

Designated Teacher for Anti-Bullying

Mrs Dockry is the Designated Teacher for Safeguarding including the Anti-Bullying Policy of Lostock Hall. Training for the designated teacher is every two years for Level 2 Safeguarding.

The Governing Body will:

Ensure that the school complies with all relevant legislation, including the general and specific duties.

Ensure that the policy and its related procedures and strategies are implemented.

The Head Teacher will:

Along with the governing body, ensure that the policy and its related procedures and strategies are implemented.

Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.

Take appropriate action in any cases of discrimination.

All staff have a responsibility to:

Deal with incidents brought to their attention.

Know how to identify and challenge bias and stereotyping.

Promote equality and good relationships.

Be positive role models by modelling non-discriminatory behaviour and attitudes.

Keep up to date with legislation and attend training and information events organised by the school, LA or other agency.

To have at least Level 1 Safeguarding training renewed every three years.

Teaching staff have a responsibility to:

Ensure that pupils from all groups have full access to the curriculum.

Promote equality and diversity through teaching and through relationships with pupils, staff, parents and the wider community.

To listen to children's concerns; to follow them up and find out the facts surrounding an incident.

To keep the Head teacher informed as appropriate.

To be aware of any changes in a pupil's behaviour that may indicate a problem.

To demonstrate in their everyday approach, respect and emotional support for all; modelling good relationship and behaviour towards others.

On playground duty, be aware of any children that are upset and those that may appear isolated.

Visitors and contractors have a responsibility to:

Be aware of, and complying with the school's equality policy.

Parents/Carer's Responsibilities

To keep the school informed of any problems that may affect their child.

To speak to their child's class teacher if they suspect their child is being bullied.

To help the school in the development of this policy by being clear what bullying is and when it is 'just a falling out with friends'.

Children's Responsibilities

To follow the Golden Rules.

To understand the difference between bullying and falling out with friends.

To show responsibility towards each other.

To inform staff and parents when worried about something.

Appendix 3

Support for the victim and the perpetrator

'Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.' (*D f E guidelines*)

Support for a Victim of Bullying

Victims should be helped to feel more in control of situations. Ask what they would like to happen. Explain what is going to be done and feedback regularly so that they know the matter has not been forgotten. Give them options and help them understand how to change situations, either by themselves or with the support of others e.g through a buddy system. Build self-esteem by looking at their positive characteristics and what they are good at. This may be done with friends and supporters, so the victim feels the support and positive regard of others. In some circumstances it may be appropriate for the victim to consider ignoring as a possible tactic. Could the victim do this? What would be the consequences? Help the victim to be assertive; for example practise saying 'no' to situations, practise repeating an assertive statement over and over – the broken record technique. Enlist the support of others, e.g. peers or members of staff. Set up a group, eg a circle of friends to support a victim.

Sanctions and Support for the Bully

A child often bullies for a reason. At Lostock Hall we feel it is important to try to find out why a child may be bullying others and work to address these issues. Initially it is important that the perpetrator of bullying has a clear understanding of the effect their behaviour has on their victim. It may then be possible to include the perpetrator in a circle of friends supporting the victim. They may wish to apologise. Parents should be involved and, depending on the nature and seriousness of the incidents, sanctions imposed in line with the behaviour policy.