

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 in a timely manner and this includes bullying. Children and young people who are perceived as different are particularly vulnerable to bullying behaviour. (Bullying) is often motivated by prejudice against particular groups, for example on grounds of their race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. (Department for Education; Bullying in UK schools by Robert Long, Nerys Roberts, Philip Loft. House of Commons Library Briefing Paper Number 8812, 4 February 2020) All incidents of bullying must be taken seriously, acted upon and followed up.

Definitions

There is no legal definition of bullying.

- **The Department for Education** defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group either physically or emotionally (Bullying in UK schools by Robert Long, Nerys Roberts, Philip Loft. House of Commons Library Briefing Paper Number 8812, 4 February 2020).
- **The Anti-Bullying Alliance** defines bullying as the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.
- **Lostock Hall Primary School defines bullying as:** Any words, behaviour, action or absence of action, by an individual or group, which is or is intended to be repeated over time, and is intended to hurt or harm another individual or group, either physically or emotionally.

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

- **Physical** bullying which can include inappropriate touching, 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, through social media, gaming and text messages. This can include the use of images or video;

- **Racist** bullying is motivated by racial, ethnic or cultural prejudice;
- **Religious** bullying is motivated by prejudice against a particular religion eg anti – Muslim or anti – Semitic;
- **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

At Lostock Hall we create an ethos of good behaviour where all members of our school community are expected to treat each other with respect. We are aware of potential conflict between pupils and have developed strategies to help prevent bullying before it occurs.

- One of the methods we use to help members of our community identify and tackle bullying is the STOP system:

Several **T**imes **O**n **P**urpose
Start **T**elling **O**ther **P**eople

Anyone experiencing, witnessing or knowing about incidents of bullying are encouraged to tell others who can then act accordingly.

- Regular 'behaviour assemblies' remind children of our STOP system, our Golden Rules: Ready, Respectful, Safe and how to apply these in their day to day activities.

Managing Bullying in School

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. This can be done in person or via email. We recognise that discretion when dealing with these reports is paramount. All reported information will trigger a rapid response and will be recorded in line with GDPR requirements, usually using our Child Protection Online Management System (CPOMS).

Investigate incidents and act:

All allegations of bullying will be taken seriously and responded to rapidly with thorough investigation. 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.

1. **React calmly and discreetly.**
2. **Talk with the victim. Reassure them that they have done the right thing in reporting the problem and that it will be dealt with urgently.**
3. **Find out what happened. Did anyone else see or hear? Record what the child tells you. Some children might find it helpful to draw or write an account of what happened. Remember to consider what happened before the incident.**
4. **Explain the process to the victim so that they understand what will happen and when, and are reassured that the matter is being dealt with.**
5. **Ask them what they would like to happen. (Often, they will say that they just want it to stop.)**
6. **Talk with any witnesses. Record what they tell you.**
7. **Approach the perpetrator with evidence. It is important that they have an understanding of the effect of their actions on the victim. Explain what will happen next – that the incident will be recorded and the situation monitored.**
8. **Depending on the wishes of the victim, it may be appropriate to support a conversation between the victim and the perpetrator where behaviour, actions, motives, consequences, feelings etc can be discussed and apologies made.**
9. **Decide on appropriate actions / consequences / disciplinary sanctions – these should reflect the seriousness of the incident and make it clear that bullying is unacceptable and wrong. They should be fair and consistent and take into account the needs of the pupils.**
10. **Keep parents informed of the situation and your progress.**
11. **At each stage, update the CPOMS record – this will be used to monitor situations and identify repeat incidents and patterns.**
12. **Monitor the situation closely, regularly checking in with the victim and providing further support where necessary. Consider the motivations behind the bullying behaviour – Do they reveal any concerns for the safety or wellbeing of the perpetrator? Consider that they too may need support.**

There are documents saved on the school Staffshare platform to support this process.

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

Review Annually

Last reviewed February 2025

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.
- 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.
- Friendship Bench in the playground.
- 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.