



## ANTI-BULLYING AND HARMFUL RELATIONS POLICY 2022-2024

Lawn Primary School, Norbury Close, Allestree, Derby DE22 2QR

[admin@lawn.derby.sch.uk](mailto:admin@lawn.derby.sch.uk)

[www.lawn.derby.sch.uk](http://www.lawn.derby.sch.uk)

01332 550178

Headteacher: Mrs K Hambleton

Author: Mrs D Hallam

Approved by the Governing Body on: \_\_\_\_\_

Signed: \_\_\_\_\_

Date of Next Review: \_\_\_\_\_

## School Statement of Intent

Lawn Primary believes that:

- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of the school community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Children should be involved in decision making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

At Lawn Primary School, we work together to empower every child to be the best they can be at Lawn Primary and beyond. We believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of abuse from peers and bullying behaviour. This policy outlines how instances of child-on-child abuse and bullying are dealt with, including the procedures to prevent these occurrences.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is zero-tolerance for child-on-child abuse and bullying at the school.

## Aims of this Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- To deal with bullying effectively
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with parents/carers and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying.

## Definition of Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen often and over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Bullying can be direct or indirect:

**Verbal Bullying** – name calling, taunting, mocking, making offensive comments and teasing

**Physical Bullying** – kicking, hitting, punching, biting, pushing, and pinching

**Emotional Bullying** – producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

**Cyber Bullying** – offensive text messaging and e mailing, sending degrading images by phone or the internet.

*(For more specific examples of bullying see Appendix 1)*

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups, face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Bullying can often be motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has SEN needs. Research suggests that these pupils are more likely to be the targets of bullying or abuse due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying or abuse, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Pupils from BAME backgrounds.
- Pupils from socioeconomically disadvantaged backgrounds.

## Child on Child Abuse

Child on child abuse can be:

- bullying (including cyberbullying, prejudice based and discriminatory bullying).
- physical abuse which may include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting.

This abuse can:

- be motivated by perceived differences e.g., on the grounds of race, religion, gender, sexual orientation, disability, or other differences
- Result in a significant, long lasting, traumatic isolation, intimidation, or violence to the victim

Children or young people who harm may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

School staff, alongside the DSL/Deputy DSL, must make their own judgements about each specific case and should refer to this policy guidance to help.

## Online Abuse/Cyber-Bullying

With the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur 24/7, with a potential of a bigger audience.

Lawn Primary has a zero-tolerance approach to online abuse and cyberbullying. The school views cyberbullying with the same severity as any other form of bullying or child on child abuse and will follow the sanctions set out in the school's Learning Behaviour Policy if they become aware of any incidents. The school will support pupils who have been victims of abuse by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

During the school year pupils receive workshops from NSPCC, CSE, their Computing curriculum, anti-bullying week and their class teachers on how to stay safe on-line. We also hold a parent/carer meeting to support the adults in keeping children safe out of school.

## **Mobile Phones**

If an electronic device is confiscated by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

**Mobile phones are not allowed on school premises – any phones agreed by the Headteacher that are brought into school should be kept in the safe at reception and collected at the end of the day.**

## **Sexual Bullying (sexual violence and harassment) may involve:**

Part five of the KCSIE (Keeping Children Safe in Education) 2022 recognises that sexual harassment and violence:

- Can occur between two children of any age and any sex from Primary age
- Can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Sexual violence and sexual harassment exist on a continuum and may overlap
- They can occur online and face-to-face (both physically and verbally) and are never acceptable.
- Causes victims to experience distress and stress, and, in all likelihood, will adversely affect their educational attainment.
- That it is **never** acceptable,
- Embedded throughout the KCSIE document it states that ‘inappropriate behaviour should never be dismissed as ‘banter’

## **Staff Responsibility**

The school will ensure that prevention is a prominent aspect of its anti-bullying and abuse vision. Staff will treat reports of bullying and/or child on child abuse seriously and they will not ignore signs of suspected abuse. Unpleasantness from one pupil towards another will always be challenged and will never be ignored. Staff will act immediately when they become aware of an incident. If a member of staff believes a pupil is in danger, e.g., of being hurt, they will inform the DSL (Mrs Karen Hambleton) immediately and if they are not available, they will inform one of the Deputy DSL’s (Mrs Hallam, Mrs O Hare, Mr Molineux, Mr Walters, Mrs Reardon-Golding). Any information should be placed on the schools safeguarding system My Concern immediately.

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up” and an attitude of ‘it could happen here’ is held by all.

Child on child abuse is also referenced in the Safeguarding and Child Protection Policy.

## **Preventative Measures to Protect at Lawn**

### **We are a 'telling' school...**

Lawn Primary School staff work hard at developing the knowledge, understanding and skills to enable children to 'tell' about bullying behaviours. Children will be facilitated to discuss their concerns not only as victims but, crucially to the success of this, as bystanders or witnesses. Even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. These witnesses need to be aware that they will be safe from bullying themselves. It's a deterrent because the bully knows that he/she won't get away with it. Bystanders are the key to resolving bullying. All instances of bullying are recorded on My Concern

Members of the School Council, Parliament representatives and 'buddies' should know that they may be approached with reports of bullying behaviour and that they should pass these directly to a member of staff.

In addition to verbal communication the school also has a system of worry boxes throughout school. These are monitored frequently by the Learning Mentor and addressed efficiently. All worries that cause a concern are put onto My Concern. Pupils can also raise their concerns about bullying by contacting members of their School Parliament. Children can always use the homework diary/reading record to identify that they would like to discuss an issue.

Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and to them also. They need to feel secure in that their feelings will be respected and that the bullying should come to an end.

## **Our Curriculum**

To help prevent child-on-child abuse and bullying we address the wider societal factors that can influence bullying behaviour, the school will educate pupils about bullying and abuse, its forms, and the importance of discussing any concerns and respecting others. This is done through our Global curriculum, assemblies, PSHE, RSE curriculums, our No Outsiders programme that teaches children about diversity and equality each half term and the Lawn and British Values. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE and computing lessons and RSE. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour

With regard to sessions on bullying issues, sensitivity must be shown especially towards victims or potential victims of bullying. No child should at any time feel intimidated during the sessions. There is a huge opportunity within our curriculum to make a valuable contribution towards raising awareness, understanding, and developing skills in coping with bullying. It is also a very helpful vehicle to reinforce the

message about the importance of everyone taking responsibility for the occurrence and continuation of bullying.

**What follows are summaries of the strategies we employ at Lawn Primary to ensure that incidents of bullying are minimised at our school.**

- All children need to be aware that bullying will not be tolerated in any circumstances and should be encouraged to talk about the issues
- All children need to understand what is acceptable and what is unacceptable behaviour – the school/class norms, the school and British Values are displayed around school and referred to at all opportunities including in class and in assemblies
- All reports of bullying behaviours need to be very carefully and sensitively explored and staff will respond calmly and consistently to these
- Roles and responsibilities of the whole community clearly defined.

## **Playtime and Lunchtime**

This is an influential and important time in a child's school day. Here children are free to form friendships, to structure their own play and to demonstrate self-discipline and respect towards each other.

There may be difficulties with relationships, particularly when developing as young individuals. Any worries or concerns must be aired and addressed to avoid adverse effects on relationships, behaviour, and learning. The children are encouraged to talk to an adult or a 'buddy' at lunchtime. They are also able to come to the Hub at lunchtime where a member of SLT is available to the whole lunchtime, this includes the Learning Mentor that is available every day in school.

To increase harmonious play and minimise stress the following strategies are in place/being introduced:

Playground equipment is available to children on both playgrounds and games are monitored and guidance given by Y6 buddies. During lunchtimes purposeful play through Y6 buddies help children to play cooperatively and this provides opportunities for the older children to be play leaders and role models for the younger pupils. The school system whereby the Year 6 children are buddies, helps children, particularly our younger children, to initiate purposeful play.

**In addition to the above Lawn Primary provides support:**

**To children through...**

- Using praise and rewards to encourage good behaviour
- High quality curriculum that seeks to embed excellent values and behaviour in all areas
- Developing an understanding and empathy of others through the consistent use of 'learning nutrients' and values across the school. **See Learning behaviour policy**
- Encouraging the whole school community to model appropriate behaviour and respect towards each other
- Developing appropriate self-esteem for all children
- Highlighting the role of School Council and Buddies
- Class discussions around class and school rule/code of conduct/class norms and values
- Learning Mentors

- Friendship benches on both playgrounds
- PSHE scheme of work
- No Outsider Scheme
- Co-operative teamwork
- Lawn Values
- Anti-bullying leaflets designed by children for children (this also works as a policy for children to adhere to.)
- Special events – e.g., Anti-bullying Week, mental health week, diversity week
- Writing about bullying, drama activities, reading and being read stories about bullying
- Role Play to help children understand respect and teach them strategies for dealing with bullying situations – whatever their role
- Anti-bullying displays, notice boards
- Posters highlighting issues (including those produced by children) around school
- Questionnaires
- Assemblies
- Dealing with incidents with Learning mentor
- Professionals or other outside agencies to provide workshops
- SLT presence on the school gates morning and afternoon

### **For parents/carers through...**

- Communicating through newsletters and the website
- Meetings for parents/carers who have concerns
- Posters on parents notice board outside
- Open door policy
- Clear vision and ethos
- The school website
- E-Safety Meetings Yearly
- Class/School Dojo

## **Procedures and Dealing with Incidents - A Whole School Approach**

### **Recording of Incidents**

The school encourages and equips the whole school community to report all incidents of bullying. The school endeavours to provide clear, accessible, and confidential incident reporting systems which include access to:

- Members of the SLT at lunchtime in the hub
- Teaching and support staff who listen and trained in anti-bullying
- Designated person for safeguarding along with more than four deputy DSL's
- Worry boxes around school that are checked daily by the Learning Mentor
- Pastoral drop in with the Learning Mentor

- Online reporting system for staff, My Concern

The school's incident and reporting system and guidance on defining bullying and recognising the signs and symptoms of bullying in pupils are recorded and communicated to the whole school community via:

- The school's child friendly anti-bullying poster
- The school's anti-bullying poster and leaflet for parents
- The school's prospectus/booklet
- School assemblies
- School displays and posters
- Anti-Bullying week

Staff at Lawn use the school's definition of bullying to assess situations as they arise and judge whether bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Staff report and record incidents of bullying on the My Concern safeguarding system, where they are triaged and assigned to an appropriate member of staff to deal with, this would be Learning Mentor, Phase Leader, Deputy Headteacher and Headteacher. The response to bullying incidents is quality assured, and an overview of incidents is monitored to identify any patterns or trends which might need a response.

Lawn Primary School has a zero-tolerance approach to all forms of child-on-child abuse or bullying, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

## **Managing disclosures**

Victims will always be taken seriously, reassured, supported, and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

Any reports or concerns of child-on-child abuse including bullying are reported immediately to the Designated Safeguarding Lead (or Deputy in the Leads absence) verbally and using My Concern. When concerns are reported, the DSL or the deputies act in accordance with part one of Keeping Children Safe in Education (September 2022). The SLT and Learning Mentor will support both victims and perpetrators alongside parents and outside agencies.

A risk assessment will be written for any disclosures made by a pupil about sexual violence or behaviour. The outcomes of the risk assessment may result in the perpetrator being removed from the classroom they share with the victim.

## Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Derby MASH team.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

## Sanctions

Sanctions for acts of bullying will be applied in line with our Learning Behaviour Policy. If the child who is found to have been bullying others has relevant SEND or emotional difficulties these will be considered carefully before applying consequences, although we recognise that bullying is unacceptable under any circumstances. Along with the DSL, the SEND lead will assess the seriousness and impact of the bullying will be considered before deciding on the level of consequence.

Sanctions of actions are very important, and the message goes beyond the consequence itself. There is a clear message that bullying is not tolerated at Lawn Primary School and both children and parents/carers can recognise that something has been done.

Where appropriate the school will consider the use of Restorative Approach to resolve situations.

- A restorative approach involves perpetrators of bullying to focus on their unacceptable behaviour in an emotionally intelligent way and ensures that children causing harm are held to account for their behaviour by enabling them to:
- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example family and friends)
- Recognise the need to take action to begin to repair the harm caused
- Agree on a range of helpful actions to repair the harm caused, which will be monitored over an agreed time. At Lawn Primary school we will involve parents in this approach.

A targeted child will only be asked to be part of the restorative session if they feel safe to do so. They will never be pressurised into participating.

If the Headteacher is satisfied that bullying and/or child on child abuse did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher informs the pupil of the type of sanction to be used in this instance, such as reflection, internal exclusion or fixed term exclusion, and future sanctions if the incidents continue. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent.

Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

The perpetrator is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour. Some children may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Parents are informed of bullying incidents and what action is being taken. The Deputy Head and Phase Leaders informally monitor the pupils involved over the next half-term.

## **Support**

For a month after the initial complaint of bullying, the class teacher will hold informal discussions to check whether the bullying has stopped. The Deputy Headteacher and Phase Leader holds formal meetings, to check whether the bullying has stopped – these formal meetings will continue to take place until the Deputy Headteacher, Phase Leader and victim are confident the bullying has stopped. If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to tell a trusted adult in school if bullying is repeated. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school club activities. The school, particularly the Learning Mentor, will work with the victim to build resilience, e.g., by offering emotional therapy. The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Where sufficient evidence has been gathered the perpetrator will undergo mentoring sessions with an identified adult – usually the Learning Mentor or the Deputy Head. Parents will be called into school for a meeting with the class teacher and a member of the Senior Leadership Team.

## **Follow-up support**

The progress of both the bully and the victim will be monitored by their teachers. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate. Pupils who have been bullied will be supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with the Deputy Head, Phase Leader, Learning Mentor, or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the Lead DSL will, if necessary, refer the victim of bullying to CAMHS.

## **Bullying and Child on Child Abuse Outside of School**

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip. The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

## **Outside of School Advise for Parents and Carers**

When bullying takes place outside school premises the following steps could be taken:

- Contact the Head teacher to seek immediate advice if the bullying involves a pupil at Lawn Primary School
- Talk to the local Community Police Officer, the Head Teachers of other schools whose children may be involved, or activity leaders.

## **What is not classed as bullying?**

It is important to understand that bullying is not the odd occasion of 'falling out'/ children are naturally sociable; it is vital for them to select and build friendships. The making and breakdown of friendships are an important part of growing up.

When children fall out, they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults, we intervene too readily to help rebuild relationships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on the occasion's adult intervention may be needed.

It may still not be bullying when children of roughly the same strength/power (including social strength) have a fall out and/or disagreement

Nor is it bullying when a member of staff corrects a child in line with the school values, visions, aims, norms, and code of conduct

## Anti-bullying Guidance for Children

### What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the victim, staying silent means the bully has more power.

There are ways you can support the person being bullied without drawing attention to yourself.

- TELL – tell a member of staff (a teacher, teaching assistant, Learning Mentor, mid-day supervisor, member of the office staff)
- TELL – tell another pupil (older child, school council representative, friend)
- TELL – another adult (parent/carer, grandparent, relative, club leader)
- Ask someone you trust what you should do
- Let the person being bullied know that you will get help
- Encourage the person being bullied to talk to someone and get some help
- DON'T smile or laugh at the situation
- DO try to be a friend to the person being bullied
- DON'T be made to join in
- If you feel you can help/encourage the person doing the bullying to stop
- DON'T rush in to tackle the person bullying yourself.

### What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe and to be respected. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Children were asked 'what you can do if you are being bullied?' below are some of the strategies they suggested:

- If you are bullied in school **tell** someone you trust (Teacher, Learning Mentor, Teaching Assistant, play-worker). Adults in school have a responsibility to give you help and support around bullying.
- If you don't feel you can talk to someone about it, write it down or ask a friend to go with you when you tell
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what's been happening and refer to it when you tell someone
- Pretend you are confident even when you are scared. Keep walking away and ignore them. Try not to let the bully know that he/she is making you feel upset
- If you experience bullying by mobile phone, text messages, e-mail, social media or any other form of technology: Don't retaliate or reply, save the evidence do not delete anything, make sure you tell an adult who you trust, contact your service provider or look at their website to see where to report incidents, be careful who you give your mobile phone number or e-mail address to, make a note of exactly when a threatening message was sent.

- Get away as quickly as you can
- Do not stop if they confront you. Keep on walking
- Stay in a crowd. Bullies usually pick on children on their own.
- Be assertive - you can tell them to "Stop bullying me!" or something to that effect, but you must say it angrily and walk away immediately. Practice this in the mirror
- Don't suffer in silence
- Don't blame yourself for what is happening
- Call a helpline.

## **Guidance for Parents/Carers**

### **If your child has been bullied:**

- Calmly talk with your child about his/her experiences.
- Make a note of what your child says including who was involved, how many times the bullying has occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to adult in school immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

### **When talking with members of staff about bullying:**

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

### **If you are not satisfied:**

- Check with the school Anti-bullying Policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happen.
- If you require any further support, then please contact the Local Authority.

### **If your child is displaying bullying behaviour towards others:**

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.

- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

### **If your child is experiencing any form of cyber bullying:**

- Ensure your child is careful whom they give their mobile phone number, e-mail address or any other social media accounts to.
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages.
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents.
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.
- Check your parental settings to block certain apps or gaming facilities

### **Guidance for adults experiencing bullying**

The responses may be broadly similar or vary greatly to the response chart above if it is an adult being bullied. If you are experiencing bullying as an adult:

- Speak to the Headteacher (in the instance of it being the Headteacher speak to the Safeguarding Governor)
- Find the whistle blowing policy and follow the process
- Seek advice and information from your union.
- Share your concerns with a trusted colleague.
- Make a record of all incidents and date them.
- If you feel your situation is not being resolved, then you should follow the school's formal procedures as adopted by the Governing Body.

### **Monitoring Arrangements**

This policy will be evaluated and updated where necessary bi-annually.

The Behaviour Lead and the DSL's will monitor incidents of bullying, trends of behaviour and any other concerns fortnightly at Safeguarding meetings and at the end of each half term report to the SLT

The Governors will, on an annual basis and during safeguarding and behaviour monitoring throughout the academic year, evaluate the effectiveness of the anti-bullying strategies based on school data.

## Statutory Implications

It is a legal requirement for schools to record all incidents of bullying.

To meet this requirement, we:

- *keep a record of individual incidents of bullying on My Concern.*
- *Compile a half termly and annual record of bullying incidents which is shared with SLT half termly and Governors termly. An annual recording sheet can be found in the appendix to this policy*
- *ensure that a termly annual analysis of the bullying record is undertaken by the school including members of the Senior Leadership Team and the Governing Body.*

*This policy is to be read in line with the Safeguarding, Child Protection, E-safety and Child Friendly Anti-Bullying Policy.*

## Sources of Further Information Support and Help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents, and children have found useful.

<b>Name of Organisation</b>	<b>Telephone Number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beat bullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>

## Appendix 1 - Specific Examples of Bullying

**Racist bullying** – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics, or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress, or customs
- refusing to co-operate in work or play.

**Sexual bullying** – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault, or rape.

**Sexual orientation** – this can happen even if the pupils are not lesbian, gay, or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

**SEN or disability** – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g., when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

**Text Bullying** – Pupils receiving threatening or disturbing messages from possibly anonymous callers. (Mobile Phones are not allowed to be brought into Lawn Primary School). On very rare occasions where this is necessary on occasions, the pupils leave their phone in the office and need written permission from their parent/carer.) It is likely that a growing number of children will be using mobile phones out of school.

**Cyber Bullying** – Children receiving abusive messages or images via email or social networking sites. Within school children have restricted access to both of these.

## APPENDIX 2 - GUIDANCE FOR PARENTS

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing. When talking with teachers about bullying:
  - Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
  - Be as specific as possible about what your child says has happened, give dates, places and names of other children involved. • Make a note of what action the school intends to take.
  - Ask if there is anything you can do to help your child or the school.
  - Stay in touch with the school and let them know if things improve as well as if problems continue. If you are not satisfied:
    - Check with the school anti-bullying policy to see if agreed procedures are being followed.
    - Discuss your concerns with the parent governor or other parents.
    - Make an appointment to discuss the matter with the Headteacher and keep a record of the meeting. • If this does not help write to the Trust Executive Team explaining your concerns and what you would like to see happening.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people. If your child is experiencing any form of electronic bullying:
  - Ensure your child is careful whom they give their mobile phone number and e-mail address to.
  - Ensure they know and are happy who they invite as friends onto their social networking sites.
  - Check exactly when a threatening message was sent or posted. It may be possible to print the evidence.
  - Where necessary report incidents to the police.

APPENDIX 3 - SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- What has happened to you
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone, text messages e-mail or via social networking sites

- ▪ Don't retaliate or reply
- ▪ Save the evidence do not delete anything
- ▪ Make sure you tell an adult who you trust
- ▪ Contact your service provider or look at their website to see where to report incidents
- ▪ Be careful who you give your mobile phone number or e-mail address to
- ▪ Make a note of exactly when a threatening message was sent

APPENDIX 4 – ANTI-BULLYING RESPONSE CHART

