

# Linton Primary School



## Anti-Bullying Policy

---

**This policy will be reviewed in autumn Term 2022 through process of consultation with the governing body.**

### **Introduction**

We seek to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them. All members of the school community have the right to be treated with respect and to be free from intimidation.

### **Aims and Objectives**

Bullying is wrong and damages the individual. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We aim to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

### **Roles and Responsibilities**

#### **Governing Body**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy and procedures regularly.

The Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Headteacher will investigate on behalf of the Governors and report back to a representative of the Governing Body, who is currently Ms Lorraine Watson.

### **Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff, both teaching and non-teaching, are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.

### **Teachers and Non-Teaching Staff**

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Teachers keep a record of all incidents that happen and that they are aware of in line with school procedures.

Staff who witness an act of bullying do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then in consultation with the Headteacher, the teacher informs the child's parents.

Staff attend training which enables them to become equipped to deal with incidents of bullying and behaviour management.

All staff attempt to support all children in school and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **Definition of Bullying**

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group, either physically or emotionally. It is repeated over a period of time and is deliberately hurtful.

Bullying should always be taken seriously. Bullying does not only occur between children. It can also occur between adults or between adults and children.

Bullying can typically take these forms:

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups.*
4. Inappropriate use of information technology/ Cyber Bullying *which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images.*

Bullying can also stem from thoughtlessness, such as name calling or stem from deep rooted or cultural attitudes, for example in relation to gender or race. This is also unacceptable.

Bullying can also occur in relation to race, gender, sexual orientation or disability.

Bullying always creates inequalities and is damaging to all those involved.

### **Recognising Bullying**

Both boys and girls bully and they can bully as individuals or as members of a group.

Children who bully others come from any kind of social or cultural background. Adult bullying also occurs.

Research shows that 75% of bullying in primary schools takes place in the playground. However, it occurs in any area of school, especially when supervision is minimal.

Research evidence has shown that those who bully are more likely to engage in antisocial activities and have a greater prevalence of poor mental health. A child could have experienced both being bullied and having bullied others.

Bullying is not a natural part of growing up and should never be accepted as such. Those who bully may show aggression through, for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through, for example, low self-esteem or difficulties in making friends. They may be easily led in joining in or standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any individual can be bullied.

### **Those who are being bullied may experience:**

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self-esteem and self-worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

### **Those who are being bullied may exhibit the following: ·**

Unwillingness to attend or to participate in activities

- Unwillingness to venture into some areas of a building
- Fear of walking to school
- Underachievement
- Books or clothes destroyed
- Possessions going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive

- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help. Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

### **Strategies**

All staff are made aware of the policy and it is available on the school website for all other members of our school community. There is effective monitoring, recording and analysing of the frequency and nature of bullying by the use of a bullying log and incident sheets being completed.

School surveys are undertaken to identify key issues and an action plan is implemented to address the issues.

Feedback on action taken is provided to stakeholders e.g. in assemblies, parent, governor or staff meetings.

Clearly staff and pupils need to be aware of how to deal with the incidents of bullying that occur.

- Pupils are given information and advice about bullying e.g. in assemblies, the classroom and within the curriculum.
- Staff are aware that incidents of bullying in classrooms must always be challenged and never ignored. Incidents of bullying must be reported as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and well-being of those being bullied. Incidents are recorded in a log book which is kept in a locked filing cabinet in the staff room. Serious incidents are recorded on an incident form – a blank copy of which is kept in each register or is available in the school office.

In addition, we will;

- Regularly review and reinforce the school's approach to anti bullying at staff meetings and on training days
- Explore pupils' understanding of the use of homophobic language, sexism, issues of difference/ diversity through the curriculum
- Ensure the environment is well supervised
- Ensure pupils are listened to and that there are opportunities for them to express their views and opinions – within the curriculum and on a one-to-one basis with an adult
- Use multi agency working to support the implementation of the policy.
- Explore and celebrate differences and diversity through a wide range of events within our curriculum and school activities.

## **Preventative Work**

To ensure the anti-bullying policy is successfully implemented we will consult children and adults in the development of the strategy.

- Review and reflect on the policy and its effectiveness regularly.
- Specify in the policy the types of behaviours considered to be bullying and therefore unacceptable so all members of the school community are fully aware and make explicit reference to bullying by race, gender, sexual orientation or disability.
- Keep pupils and adults informed of the development with the strategy through a variety of means – especially via the school website.
- Raise awareness of the effects of bullying on the victim through assemblies, PSHE and pastoral work
- Encourage peer support and relationship building
- Provide support to those being bullied and to those alleged to be bullies.
- Provide a means for concerns to be voiced anonymously.
- Provide staff training on bullying.
- Ensure that there is adequate supervision in identified high risk areas.
- Identify hot spots in the physical environment and make the necessary changes.
- Use a range of intervention methods within the strategy.
- Raise awareness about E-Safety with staff, pupils and parents/ carers
- Ensure that procedures for identifying and reporting bullying are clearly publicised

## **Specific Strategies to Support Students**

- Self Esteem and Conflict Resolution Groups.
- Use of circle of friend's strategy in which pupils are asked to befriend the victim
- Pupil discussions/ mediation so that the perpetrator can identify with/ empathise with the victim.
- Very close monitoring following incidents and follow up actions if necessary.
- Use of other organisations, such as LIST, to provide specific support and to inform our work.
- Teaching pupils specific techniques to deal with incidents if they arise
- Anger Management programmes

## **Procedures**

When a member of staff is made aware that a pupil is being bullied they must report it to the Headteacher, Mrs Mason, or to Mrs Robertson in her absence.

If necessary, a place of safety for pupils who have been bullied or who have reported an incident of bullying will be provided and staff will be reallocated to supervise pupils.

The incident will then be investigated. The recording process will be completed by staff, noting the bully, the victim, and witnesses.

Teaching and support staff will be informed to ensure support and close monitoring.

Parents will be informed if the incident is serious or is one of a series of minor incidents and will be invited in where appropriate.

The incident will be recorded, data will be collated and analysed and appropriate actions put in place.

Appropriate support will be provided for the victim, the bully and witnesses if appropriate. Staff will discuss the most appropriate strategy to be used for a particular case.

Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident – daily in the first instance.

A multi-agency approach may be adopted if appropriate to the individual case e.g. with involvement of Children's Services, EWO, SEND Team.

Sanctions will be appropriate to the individual case and may (in line with the school's behaviour policy) include

- Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
- Removal from parts of a timetabled curriculum for a fixed period of time
- Group changes
- Time out
- In serious cases students may be excluded for a fixed term following the incident.
- In very serious cases students may be permanently excluded.
- Where the victim is a parent they will be referred to the school complaints procedure.
- Where the victim is a member of staff the incident should be reported to a line manager or member of the senior team.
- Where the alleged perpetrator is a governor the incident should be reported to the head teacher.
- Where the victim is a governor the incident should be reported to the Chair of Governors

### **Dealing with Bullying Outside the School Premises**

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school deemed to have a serious impact on the school community will be dealt with using this policy.

Bullying outside school may involve pupils from the school or pupils from other schools. We actively encourage all our students to tell and to share their concerns. A multi-agency approach may also be used to deal with such incidents to ensure all pupils are appropriately supported.

Where a pupil reports bullying off the school premises, it may be appropriate to:

- Talk to the head teachers of other schools, where pupils from these schools are bullying off the premises;
- Discuss safe play with pupils;
- Talk to pupils about how to avoid or handle bullying outside school premises;
- Liaise with parents as necessary;
- Talk to the local police about specific problem groups and problem areas

### **Monitoring and Evaluation**

This policy is monitored on a day to day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.

This anti-bullying policy is the Governors' responsibility and they review its effectiveness within the regular cycle of policy review. They will do this by examining the school's anti-bullying log book and incident records and by discussion with the Headteacher. Governors will then analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **Our designated safeguarding lead who has responsibility for Child Protection issues is:**

Name and role designation: Mrs Samantha J Mason - Headteacher

Last trained 10/03/2021

### **Deputising arrangements**

Name and role designation: Mrs Rachel Robertson – Key Stage 2 Teacher

Last trained 10/02/2021

### **Lead governor for Safeguarding**

Name and role designation: Ms Sarah Chalmers

### **Chair of Governors**

Mrs Elaine Wood