

Lakeside Anti-Bullying Policy

Introduction

At Lakeside Primary school we aim to provide a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them to work to their full potential. We would expect children to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

We have achieved the bronze level of the Surrey Anti-Bullying Charter Mark.

EVERYBODY INVOLVED IN SCHOOL LIFE MUST WORK TOGETHER TO HELP EVERYONE FEEL THAT THEY ARE VALUED AND WORTHY OF RESPECT.

- Children should be able to come to school without their lives being tormented by individuals or groups. Every child has the right to enjoy school, feel safe and learn in a positive caring environment.
- Children need to be taught that they are important and that they have equal opportunities to enjoy the school, its environment and resources.
- Children need to be taught self-assertiveness, developing their rights and also their responsibilities.
- Every member of the Lakeside community, whether a child, parent, teacher or Governor needs to be aware of our anti bullying policy.

Policy Development

This policy is based on the Surrey CC model policy and will be reviewed annually by stakeholders including staff, children and parents. It will be available on the school website.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

Bullying differs from teasing / falling out between friends or other types of aggressive behaviour when

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- The acronym STOP (Several Times On Purpose) is also used to help define it.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention will be applied urgently.

Bullying can include:

- Verbal bullying - This may take many forms but is typically demonstrated through name calling over a period of time - picking on someone who is different in some way: appearance, intelligence, colour, and size, name calling, taunting, making offensive comments
- Physical bullying - constantly picking on someone through the use of physical behaviour: kicking, pushing, pulling, punching, tripping, unwanted touching, unacceptable gestures or any use of violence.
- Relational bullying - gossiping and spreading hurtful and untruthful rumours, excluding people from groups, mocking, emotional blackmail, forcing someone to do something against his/her will, taking or damaging belongings.
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet, phone call bullying, chat room bullying.
- Subtle - body language - undermining a child's confidence - too scared to tell, peer pressure - making a victim of another child.

- Homophobic bullying - is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
- Systematic pattern of behaviour over a period of time, whether individually or in a group - picking on someone who is in some way different i.e.
 - Children who are a different: size or colour or have a different accent, social status, clothes, ethnic background, religion or culture
 - Those who have a low self-esteem and those who cannot take a "joke".
 - Children who have no special friends, often quiet, shy and withdrawn.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

BULLYING OF ANY DESCRIPTION IS NOT TOLERATED IN OUR SCHOOL.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of children are known to be particularly vulnerable to bullying by others: these may include children with special educational needs such as learning or physical disabilities; young carers, Looked after children, those from ethnic and racial minority groups and those young people who may be perceived as

lesbian, gay, bi-sexual, transgender or questioning their gender role.

Links with other policies

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyber bullying and internet safety

Policy for Equality and Accessibility Plan

PSHE and Citizenship Policy

RSE policy

Complaints policy

Confidentiality Policy

References Documents and Related Policy/Guidance

National Documents (check you have referenced the most up to date ones) SCC

Appendix 1: Roles and responsibilities

Appendix 2: Reporting and dealing with bullying incidents

Appendix 3: Form for reporting bullying incidents

Appendix 4: Strategies for preventing bullying

Appendix 5: Named people involved.

Appendix 6: Reference documents/guidance

Appendix 1: Roles and Responsibilities

The responsibilities of staff:

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator with support from all members of SLT and ELSA

Their responsibilities are:

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs the policy review
- Managing, reporting and recording bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The responsibilities of children

Children can develop the right attitudes to stop bullying taking place by:

1. Telling an adult if they are being bullied and / or if they know of someone being bullied. Not telling means the victims may continue to suffer.
2. Using the School Council where children from each class can express their opinions on school life.

3. Behaving in a caring manner towards other members of the school community.
4. Developing a sense of responsibility for helping newcomers feel welcome.
5. Encouraging appropriate attitudes towards each other during Circle Time.
6. To use the class "Worry Box" or "Bubble Time" to make adults aware.
7. Helping to create a climate where bullying is not accepted.

We all have a responsibility to make sure that bullying is not allowed to occur in our school.

The responsibilities of parents

1. Keep in regular contact with the school about any recent upset, which might contribute to their child's distress.
2. To alert the school if they are concerned that their child maybe a victim of bullying.
3. Advising their child to report any bullying to their teacher or any adult working in the school or using the worry box/bubble time and not to retaliate violently to any form of bullying.
4. Being sympathetic and supportive towards their child, reassuring them that appropriate action will be taken.
5. Informing the school of any instances of bullying even if their child is not involved.
6. Co-operating with the school if their child is accused of bullying, by trying to ascertain the truth and pointing out the implications of bullying for the child who is bullied and the bully.
7. Monitoring their child's use of the internet and mobile phones.

Appendix 2: **Reporting and Responding to Bullying**

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Bullying can be reported in the following ways:

- Children in school can report it verbally to any adult or a Friendship Buddy in the first instance who will discuss strategies to resolve the situation. If incidents recur, the class teacher will then be informed and will record the concerns if the child is not able to do so him/herself. This will then be reported to both the ELSA and the head teacher as appropriate. Notes will be kept at every stage and recorded in the class incident book.
- Parents/carers can report it to any member of staff who will investigate and report as above and inform the class teacher.
- All staff and visitors should report the matter to the class teacher or anti-bullying coordinator in the first instance.
- Children can report it via bubble time.
- The anti-bullying coordinator will monitor any bullying incidents across the school.

PROCEDURES IF THERE IS A BULLYING INCIDENT

All reported incidents will be taken seriously and investigated involving all parties.

As part of the investigation and reporting process the following will happen:

- Interviewing all parties (Notes made of discussions and records kept in class incident book)
- Informing parents of both the victim and perpetrator
- Refer to Behaviour policy and resulting sanctions, and how these may be applied including what actions may be taken if bullying persists.
- The perpetrator receives the sanctions and is monitored for a period of time to ensure there is not a re-occurrence.

- The victim is monitored for an agreed period of time and is given strategies to ensure that there is not a re-occurrence.
- A range of responses appropriate to the situation may be used: - working with ELSA, solution focused, restorative approach, circle of friends, individual work with targeted individual, perpetrator, referral to outside agencies if appropriate
- A record is made of the incident for the class incident book and forwarded to the Anti-bullying coordinator.
- Follow up especially keeping in touch with the person who reported the situation, parents/carers.
- If parents are not satisfied with the investigation complaints can be issued by following the 'Complaints Policy'.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and put into the class incident book. The Anti-bullying coordinator will be informed and check all follow up is complete. (See Appendix 3 for recording form)

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan and Policy for Equality, working towards a more inclusive and harmonious ethos across the school community.

Dealing with cyberbullying outside of school time

As a school we work with parents to support them and the child when an issue of cyber bullying occurs. We would follow the same procedure as any other bullying incident and would encourage the parents to support and monitor the use of technology.

Appendix 3: Form for recording bullying incidence:

Adult incident reported to:	Date:
Name of person reporting bullying:	
What has been happening? <i>(Where, when, who, other people witnessed, how often)</i>	
Follow up discussions with other pupils:	
Summary of findings and main actions:	
People to be informed: (Tick as appropriate)	
Member of SLT	Parents
ELSA	Pupils
MDS	Class Teacher

Appendix 3: Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our children we at Lakeside Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in PSHE planning (Jigsaw PSHE)
- ELSA working with groups and individuals using restorative Approaches
- Involvement in Healthy Schools
- Anti-Bullying week
- Specific curriculum input on areas of concern such as Cyber bullying and internet safety
- School Council
- Friendship Buddies and leaders
- Parent information leaflets
- Behaviour system based on rewards and sanctions
- Resources for playground activities
- The Den and The Hub available most lunchtimes
- Restorative approaches

Adults can prevent bullying by:

- Holding problem-solving sessions through role-play in Drama or during P.S.H.E. lessons.
- Making children aware of the anti - bullying policy and the forms that bullying takes.
- Dealing with all bullying behaviour in a positive and sympathetic way using incidents of good behaviour as a role model.
- Acting as a role model.
- Supervising children positively and encouraging them to discuss their feelings and emotions.
- Challenging any racist or sexist language of children or adults.
- Being a good listener and being prepared to act on the children's information.
- Being firm, consistent and to show a caring attitude to others.
- Having high expectations at playtime and ensuring that the quiet playground areas are kept separate from other areas used for playground games.
- Knowing and using our Lakeside values.
- Ensuring that when on duty during break times the welfare of the children is being monitored and is being seen to be monitored by the children.
- Ensuring that everyone in school has knowledge of wet playtime procedure.
- Having high expectations in the classroom and that each class's rules are on display for all to see.
- Developing self-discipline in every child so as to avoid disputes between children over equipment or apparatus both in the classroom and around school.
- Encouraging the children to voice their concerns and anxieties through the School Council, Circle Time, and "Bubble Time".

Appendix 4: Named People

Anti-Bullying co-ordinator - Rashida Nasir

ELSA - Claire Roberts

Inclusion Leader - Sandie Gordon

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Stuart Thomas

Appendix 5: References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines
 - Embedding anti-bullying work in schools - DCSF-00656-2007
 - Homophobic bullying - DCSF - 00668-2007
 - Cyber bullying - DCSF - 00658-2007
 - Bullying Involving Children with Special Educational Needs and Disabilities - DCSF 00372-2008
 - www.teachernet.gov.uk/publications
- Cyber bullying - supporting school staff
- Cyber bullying - A whole - school community issue