



# Lindal & Marton Primary School



## Anti-Bullying Policy

### 1. Policy Rationale

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### 2. What is bullying?

Lindal and Marton Primary School adopts the following definition of bullying:

*"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying"* (Torfaen definition 2008)

#### 2.1 Bullying generally takes one of four forms:

- Indirect: being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical: pushing, kicking, hitting, punching, nipping, slapping or any form of violence
- Verbal: name-calling, teasing, threats, sarcasm
- Cyber: all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, misuse of social media, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera and video facilities

#### 2.2 Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

### 3 Policy Aims

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and their duty to follow procedures as outlined in the policy
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- All pupils and parents are assured that they will be supported when bullying is reported
- To communicate and enforce the message that bullying will not be tolerated
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded, unhappy or subject to any form of bullying

### 4 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Being bullied will undoubtedly have a very negative impact on a child's happiness and well-being which, in turn, will hinder their learning and progress.

Lindal & Marton Primary School has a responsibility to respond promptly and effectively to issues of bullying.

### 5. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:



- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay a bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 6. Roles and responsibilities of all stakeholders

### 6.1 Governors

- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice
- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Ensure the development and publication of a complaints procedure
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying

### 6.2 Headteacher

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors
- Develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils
- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos
- Take action to prevent all forms of bullying
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes



# Lindal & Marton Primary School



## 6.3 Teaching and support staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents
- Develop and support curriculum opportunities (Anti Bullying Week, PSHCE lessons, P4C, assemblies etc) to promote equalities and address bullying
- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Model positive attitudes and relationships
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values we aim to instil

## 6.4 Pupils

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Actively support the school's peer support system

## 6.5 Parents/Carers

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

## 7. Preventing Bullying

In order to prevent bullying and create a welcoming and inclusive ethos, the school may use any or all of the following actions:

- Providing information on policy and practice to parents/carers, staff and visitors both in literature and on the website
- Make sure all staff (teachers, teaching assistants and other support workers) understand their responsibilities to model appropriate behaviour and challenge bullying according to school guidance
- Use curriculum opportunities to develop the children's understanding of the nature of bullying and its links to discrimination and prejudice.
- Promote the setting as a **TELLING** school and ensure children know their responsibilities in choosing not to be involved in bullying behaviours and their duty to tell a member of staff.
- Display material round school (posters, displays) that serve to guide pupils as well as educate them on behaviour that can be regarded as bullying and actions to take if they are, or know someone affected.

## 8. Responding to Incidents of Bullying

### 8.1 Reporting

- Staff who observe bullying have a duty to report it and institute the agreed procedures.
- Pupils who are, or have been subject to bullying must report it to a member of staff. If children share this information with parents then parents must then report it to a member of staff.
- Pupils who see other children being subject to bullying must report it to a member of staff.
- Staff members will make a written record of the report by completing an 'Anti-Bullying Report Sheet'. (Appendix 1) Reports should then be handed to the headteacher.



# Lindal & Marton Primary School



- All children associated with the bullying (victim, perpetrator(s), bystanders) will be spoken to by a staff member to gain all the facts which will inform a judgement and decide any further actions
- Parents of all children involved will be informed and invited into school for a discussion.
- Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racist Incident Report Form.

## 8.2 Supporting the children who have been bullied

Any children affected by bullying will be given support to ensure they understand that the bullying was not their fault and that it was undeserved. Reassurance will be given that actions will be taken to stop any bullying behaviours.

Every child will be treated individually and support strategies will be personalised based on what they need and what both the child and parents feel is appropriate. Strategies may include:

- Opportunity to discuss the incident with a staff member of their choice where possible
- Counselling from the school's SERIS worker to restore confidence and self esteem
- Participation in circle time activities
- Opportunity to participate in a joint problem solving approach and work with the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others
- Involvement from classmates and friends to form a peer support system

## 8.3 Sanctions and support for those who bully

Pupils who participate in bullying will be expected to discuss their behaviour and explore reasons for their actions. They will be made to understand that their behaviour was unacceptable and needs to change. To help them modify their behaviour, time will be spent discussing the perspectives of all others involved and how their bullying has made people feel.

If tougher action is necessary, we will invoke the full range of sanctions that are detailed in the school's Behaviour Policy. These include

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Exclusion from extra-curricular activities
- Withholding participation in school trips and events that are not an essential part of the curriculum.

It also includes fixed term and permanent exclusion from school.

## 9. Concerns and Complaints

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure.

## 10. Monitoring and review

This policy applies to all staff and pupils, whether permanently or temporarily on the school role. The head teacher is responsible for the introduction and implementation of this policy. However, all staff, all pupils and their parents have an active part to play in the success, development and maintenance of this policy. The head teacher monitors this policy on a day-to-day basis. Governors will be given regular briefings and any incidents will be brought to their attention by the head teacher in the Headteacher's Report.

Signed:..... (Headteacher)

Signed:..... (Chair of Governors)

Date:..... 29th Oct 2018



# Lindal & Marton Primary School



Review Date: Autumn 2020

---

