Lakeside Primary School
"Believe, Aspire and Achieve"

Lakeside Primary School
ANTI-BULLYING
POLICY

This policy was developed and is implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

Reviewed with School Council – February 2018

Review Date – February 2019

Staff PSHE/ Anti-bullying Lead	N Stocks
Governor with Responsibility for Anti-bullying	E. Reade
Headteacher	J. Witton

Vision Statement

"Believe, Aspire and Achieve"

Lakeside Primary School is a happy, caring school where everyone is valued, respected and supported to believe in themselves, aim high and achieve success in all that they do.

Statement of Intent

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.

Aims
- To acknowledge and clarify the school's role in the prevention of bullying and all forms of discrimination
- To have clear procedures for responding to incidents of alleged bullying
- To ensure the needs of staff and pupils are met
- To provide education and support for all pupils and staff

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and discrimination and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and discrimination and what they should do if they arise.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying and discrimination are reported.
- Bullying and discrimination will not be tolerated.

What Is Bullying?

There is no legal definition of bullying. It is usually defined as behavior that is:-
- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

The Anti-bullying Alliance (ABA) defines bullying as:

"the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace".

Bullying includes any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm – these could include name calling; making offensive comments; hitting, kicking and shoving; stealing or harming belongings; graffiti; coercion; spreading harmful messages through gossip: sending or spreading harmful messages and images via mobile phones and the internet; excluding or isolating someone from the peer group.

Bullying can also be cultural and systemic. It may be linked to wider prejudicial behaviour and targeting of certain groups – for example, homophobic bullying; bullying of children with

special educational needs and disabilities; bullying relating to race and religion; bullying of children in care; bullying of children who care for their parents or their siblings (young carers); and gender-based bullying.

- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).
- Bullying behaviour is not teasing between friends without intention to cause hurt.
- Bullying behaviour is not falling out between friends after a quarrel or disagreement (though in some cases this can lead to bullying).
- Bullying behaviour does not include activities that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse. Mobile threats by text messaging and calls). Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

Bullying can be many different things, including:

- Being called names, including use of homophobic language
- Calling family members names
- Being teased
- Being pushed or pulled about
- Being left out (all the time)
- Being hit or attacked
- Being threatened
- Taking or damaging possessions
- Spreading rumours
- Not being listened to or not being spoken to.
- Being forced to hand over money or possessions
- Texting, emailing or facebooking nasty messages

Online Bullying / Cyberbullying/peer on peer online abuse is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone. Specific guidance on responding to online and cyber bullying and peer on peer abuse is appended to this policy (Appendix 2)

Bullies often make their victims scared to tell someone what is going on.
They make them feel worthless and that it is the victim's fault.

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 or behaviour
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs 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 bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (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 & 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.

What causes Bullying? (Taken from School Council)

People bully for different reasons. The reasons could be:
- to feel powerful
- jealousy
- retaliation (to get someone back)
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to feel popular and to look good in front of other people
- because of peer pressure (because people tell them to)
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)
- because they are having a difficult time at home and don't know what to do.

Why is it important to respond to bullying?

Bullying Hurts!

Everybody has the right to be treated with respect.
Everybody has the right to feel happy and safe.
We need to respect difference
No-one deserves to be a victim of bullying.
Bullies need to learn different ways of behaving.

Lakeside school will respond promptly and effectively to reported incidents of bullying

How can we prevent bullying?

This school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. This helps foster a safe and happy environment and positive attitudes, behaviour and relationships which impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence (PSHE).
- Taking incidents seriously and dealing with them immediately.
- E-Safety Education

Responses to Bullying

Procedures
1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff on CPOMS
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
5. If necessary and appropriate, police will be consulted
6. Interventions led by the Thrive Practitioners will be implemented to help the bully (bullies) change their behaviour
7. Support will be offered to victims from the Thrive Practitioners and/or a trusted adult.

Implementation

- Children will be encouraged to report incidents of bullying to a member of staff of their choice, who will then report to their line manager or a member of the Senior Leadership Team.
- Alleged incidents of bullying will be investigated thoroughly and recorded on CPOMS
- Alleged incidents of serious bullying will be reported through the on line SIMS/CPOMS systems
- Victims of bullying will be assigned an adult who will follow up allegations and check that bullying does not re-occur.
- Sanctions will be in line with the Behaviour Policy
- Parents will be informed at the earliest opportunity by the Headteacher. The school and parents can then work together to support the pupils, both victim and bully

- Pupils who are found to be bullying others may be removed from the situation and placed in the Thinking Room or Rainbow Bright building for direct supervision.
- The Thrive practitioners, PSA or classteachers will provide individual or small group work with both victims and bullies
- The police may be involved in serious cases or to give relevant support and advice.

See Appendix 2 for specific guidance on responses to online bullying, cyberbullying and peer on peer online abuse.

Outcomes

1) The bully (bullies) may be asked to genuinely apologise. Other consequences   may take place.
2) In serious cases, suspension or even exclusion will be considered
3) If possible, the pupils will be reconciled
4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Anti- Bullying Education

Anti-Bullying Education will:-
- Enable pupils to understand what bullying and discrimination are
- Promote positive attitudes towards respecting difference
- Promote positive behaviours
- Provide accurate information on how to deal with bullying
- Increase understanding about the implications and consequences of bullying
- Widen understanding about social issues
- Enable pupils to identify sources of appropriate personal support
- Encourage children to be able to tell an adult and not suffer in silence.

The school provides a planned anti-bullying education curriculum as part of PSHE. It includes participation in Anti-bullying week and use of Circle Time to provide opportunities for discussion. Children are encouraged to develop their own solutions to problems. Curriculum delivery is supported by other agencies including community police officers, school nurses, NSPCC and theatre groups. The library provides a selection of books and Childline posters are on display.

Pupils are trained as playground leaders who will identify good friendship behaviour in the playground and offer support to pupils who appear isolated.

The school adopts a bullying code to educate children of what bullying is:
S- several
T- times
O- on
P-purpose

Statutory Duty of the School

- The Head Teacher takes overall responsibility for the policy, its implementation and liaison with the Governing Body, parents, LA and appropriate outside agencies.
- The nominated governor with responsibility for behaviour and anti-bullying is Mrs E Reade
- All staff will have responsibility for handling the daily implementation of the policy.
- The Headteacher will ensure that staff are adequately trained and supported.
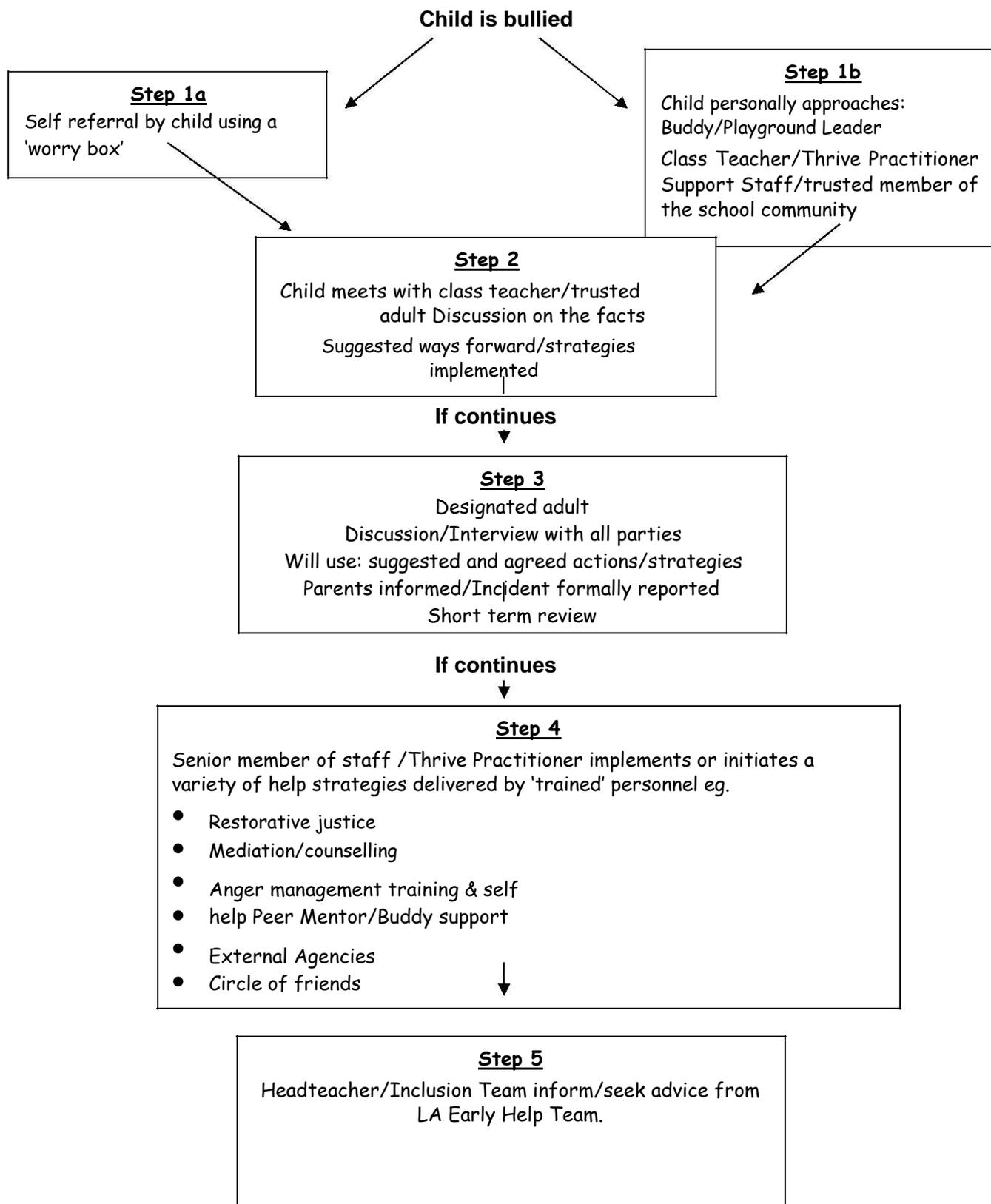
Monitoring, Evaluation and Review

Implementation of the policy will be monitored and evaluated by the Senior Leadership Team.
The policy will be reviewed annually or in response to legislative changes by staff, pupils through the School Council and governors including representative parent governors.

This policy should be read in conjunction with:

- Behaviour Policy
- E-Safety Policy
- Child Protection Policy
- Safeguarding Policy
- Equality Policy

Pathways of help – next page

Appendix 1

PATHWAYS OF HELP

Child is bullied

Step 1a

Self referral by child using a 'worry box'

Step 1b

Child personally approaches: Buddy/Playground Leader

Class Teacher/Thrive Practitioner Support Staff/trusted member of the school community

Step 2

Child meets with class teacher/trusted adult Discussion on the facts

Suggested ways forward/strategies implemented

If continues

Step 3

Designated adult
Discussion/Interview with all parties
Will use: suggested and agreed actions/strategies
Parents informed/Incident formally reported
Short term review

If continues

Step 4

Senior member of staff /Thrive Practitioner implements or initiates a variety of help strategies delivered by 'trained' personnel eg.

- Restorative justice
- Mediation/counselling

- Anger management training & self
- help Peer Mentor/Buddy support

- External Agencies
- Circle of friends

Step 5

Headteacher/Inclusion Team inform/seek advice from LA Early Help Team.

Appendix 2

Online Bullying / Cyberbullying/peer on peer online abuse

Online Bullying / Cyberbullying/peer on peer online abuse is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

- Online bullying can take many forms:
- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Recognising peer abuse:
- An assessment of an incident between peers should be completed and consider:
- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Taking Action:
- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked.

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying

for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

Repetition
Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps
Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed
What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour
It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be

educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere. It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a sanction as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative

Appendix 3

__Support Agencies__

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape
 www.kidscape.org.uk   02077303300

Childline – advice and stories from children who have survived bullying 08000 1111

Bullying on line
www.bullying.co.uk

Parentline Plus – advice and links for parents
www.parentlineplus.org.uk 08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

The UK Safer Internet Centre
https://www.saferinternet.org.uk

Internet Matters
 www.internetmatters.org/Online_Safety
Helping **parents** to keep children safe online

UK Council for Child Internet Safety (UKCCIS)
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents