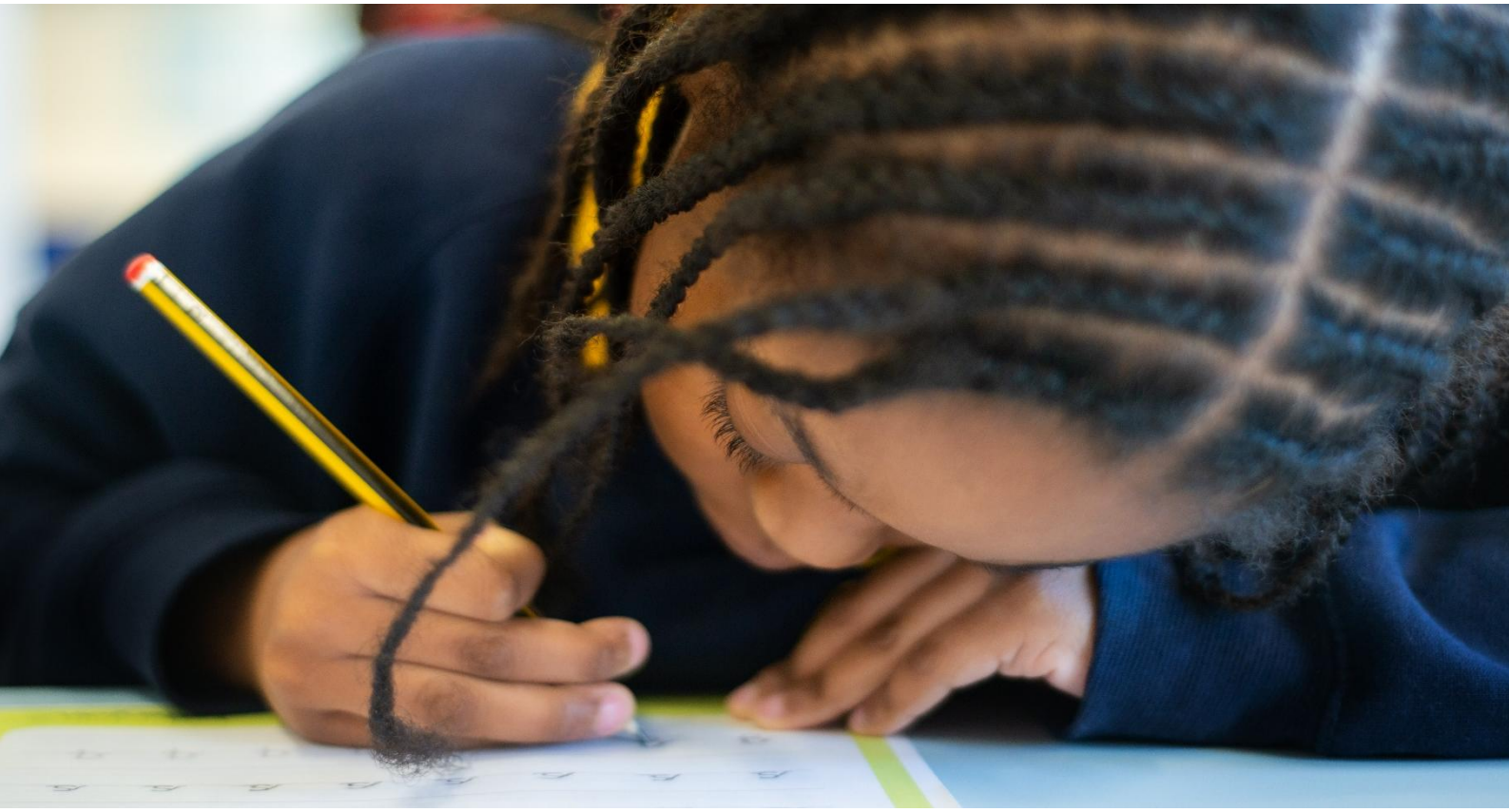
Laycock Primary School



Anti-Bullying Policy

Approved by IEB:	Prudence Barnes-Kemp
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1. Introduction and Aims

Bullying is an emotional issue for both parents and children. The school needs to approach bullying in a calm, rational yet determined way. The whole school community needs to work together to give a clear message that bullying behaviour is unacceptable. There must be clear and effective procedures in place to deal with bullying, which are known by children, parents and staff.

Schools have a duty of care towards their pupils. Whilst we cannot guarantee that bullying does not occur at Laycock, the overall aim of this policy is to promote a climate in school where bullying and harassment is not accepted and is dealt with promptly, effectively and in a supportive manner. All members of our school community, must be treated with respect in a safe and secure learning environment. This is entirely consistent with our Laycock Ways and Values.

This policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, sexuality, appearance or culture. Regardless of age, appearance, culture, disability, gender reassignment, race, religion or belief, sex or sexuality. All staff must be vigilant with regard to patterns of minor incidents, which may indicate a more serious underlying problem, e.g. the child who is regularly excluded by peers from group activities. Anyone who is aware of or who witnesses an incident of bullying has a duty to intervene and to report it. We are working together to create a school community where bullying is never tolerated or over looked. This policy sets out the strategies to be followed to ensure effective implementation, monitoring and review.

2. What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Laycock, we arrived at an agreed definition after discussion with children, staff and parents. We agree that bullying means:

'Repeatedly treating someone badly without provocation'.

Bullying can be physical, verbal or emotional. Not all unacceptable behaviour is bullying. Behaviour that is not usually bullying includes:

- an argument,
- a fight following some sort of provocation,
- one child getting angry and over-reacting to something.

2.1 Types of Bullying:

Bullying can take many forms, but the main types are:

- Physical: pushing, hitting, kicking, pinching, threats, stealing
- Verbal: name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- Emotional: tormenting, ridicule, humiliation, deliberate exclusion from social groups
- Racist: racial taunts, jokes, offensive mimicry, graffiti, gestures

- Sexual: inappropriate and uninvited touching, abusive comments, innuendoes
- Homophobic: using gay, lesbian etc. in a pejorative way, mis-gendering
- Cyberbullying: use of social media, online games, messaging services to bully others.

Definition of cyber-bullying:
The type of bullying taking place among children has significantly expanded from playground bullying; advancement in technology has brought an explosion in the use of ICT by children, some of whom use this as a way to bully others, known as cyber-bullying. Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, WhatsApp and X to harass, threaten, embarrass, intimidate or target a child.

Unlike physical bullying, cyber- bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. This mainly occurs outside school but school deals with the consequences.

3. Who is involved in bullying and where?

Bullying can take place anywhere, including: school; on public transport; on the street and other places children may gather such as parks and shopping centres. Bullying unfortunately is widespread and occurs in all schools. Bullies may be of either sex and of any age. Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

We take action against bullying that takes place outside school particularly involving cyber bullying. Where a pupil reports bullying, off the school premises, a range of steps will be taken:
- inform a member of the SLT,
- talk to pupils about how to avoid or handle bullying outside the school premises,
- inform the parents of the victims,
- inform the local police about the problem if appropriate.

3.1 Why do some children bully?

Bullies pick on their victims, as a way of making themselves feel better and perhaps more powerful. Very often they are unhappy, have difficulty making positive relationships, are lacking self-esteem, or have inadequate role models and support systems in their lives. Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or their parent's divorce. Some pupils think it is fun or that it makes them popular or cool and helps them fit into a group.

4. How does Bullying start?

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:
- lacking close friends in school
- being shy

• an over-protective family environment
• being from a different racial or ethnic group to the majority
• being different in some obvious respect - such as stammering
• behaving inappropriately, intruding or being a 'nuisance'
• having Special Educational Needs or a disability

Pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. All staff need to be aware of possible bullying of these children.

4.1 Symptoms of Bullying

Staff play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. The warning signs that someone is being bullied, may include:
● Not wanting to go out to play
● Deterioration in concentration
● Poor school attendance or reluctance to attend school
● Unexplained changes in behaviour, eating, sleeping (nightmares), exercising, self-care learning etc.
● Having trouble with work for no apparent reason
● Pupils who seem troubled e.g. irritable, emotional or easily upset
● Have unexplained injuries including bruises, scratches, cuts
● Pupils who are being ignored or left out
● Pupils being laughed at, teased or called names 3
● Pupils who present themselves at school with damaged or missing clothes, without money they should have, or with scratches or bruises
● Pupils telling you that they or their friends are being picked on
● show reluctance to go out at playtimes, asking for jobs or feigning illness
● ask to be sent home early or hang around school in order to leave late

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Bullying can have an impact on pupil's wellbeing and mental health. It may lead to low moods, depression, self-harming, or in the most serious cases, attempted suicide. Bullying does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

5.Principles for the management of incidents:

Incidents of bullying should be managed in a positive and consistent manner. It is important that staff and other adults involved respond calmly and consistently. In particular we need to ensure that:
• A secure environment is provided in which incidents can be recorded confidentially.
• The pupil who has been bullied should be made to feel safe.
• All pupils should be shown that bullying is taken seriously.
• We need to remember that bullying indicates that all is not well for both the bullied and the bullying person and the emotional, social and developmental needs of both parties should be addressed.
• The school should support all parties while the issues are being resolved.

• The person who has done the bullying, and those who have colluded, should be encouraged and supported to behave in a more acceptable way.
• Interventions should be monitored and followed up appropriately at the individual, group and whole school level.
• If a child reports an incident of bullying then this needs to be taken seriously and acted upon within 24 hours.
• The child who reported the incident should be kept informed at each stage of the proceedings, as appropriate.

All parents need to be informed Involving parents early is essential. All staff who investigate issues of bullying must complete form in Appendix 1. This form should be uploaded to CPOMS. This information is monitored and an overview is reported to governors termly.

6. Procedure to deal with incidents of Bullying

Stage One	A pupil, or a parent/carer, reports bullying. A detailed statement needs to be taken from the pupil.
Stage Two	The person to whom the report was made reports it to the Pastoral Manager Mentor or a member of SLT and an investigation will take place.
Stage Three	Then the Pastoral Manager/ SLT member informs the victim of the procedure and reassures them.
Stage Four	The Investigator (such as the Pastoral Manager, member of SLT) gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and any named witnesses. See Appendix 1 for investigating staff member to complete.
Stage Five	The investigator, in consultation with other members of staff, then considers the evidence and reaches a conclusion. The investigator then discusses the findings with all parties, including relevant staff and parents of the pupil being bullied and the pupil carrying out the bullying.
Stage Six	The school then decides upon an appropriate course of action. **This action should include** • reparations; the bully thinks of ways in which they can right their wrong • attendance of a social skills intervention • restorative meeting between the pupils **Sanctions could include:** • withdrawal of playtime and parts of lunchtime, linking in the Behaviour Policy • fixed term suspensions Whichever action is chosen it is important to continue to monitor both victim's and perpetrator's behaviour for an appropriate period of time. This should include daily and weekly check-in meetings. Bullying and cyber bullying are subject to school sanction just as any undesirable behaviour. The severity and frequency should be reflected in the level of sanction imposed in line with the school's behaviour policy. Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The school will follow LA guidance on exclusions.
Stage Seven	Having applied the sanctions, the reason for the bullying should be explored. Bullying may be a symptom of a wide variety of problems experienced by the bully.

Follow-Up	It is essential to follow-up after an incident to check that the bullying has not started again. This will be done within two weeks, and again within the following half-term. Immediately after intervention, the bullying is likely to stop. However, bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

6.1 Long term Support

The above is only a short-term strategy. For behaviour and attitudes to change a variety of long-term strategies need to be used. If a child is involved, as either the bullied or the bully, then it is likely that their social and emotional development is often affected. These developmental needs must be addressed if they are to successfully change behaviours, after all there are often other underlying factors. The bully may also be experiencing bullying for example. Individual and group strategies can be set up to support the needs of both the bullied and the perpetrator of bullying.

6.2 Cyber Bullying Guidance

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber bullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Laycock takes cyber bullying very seriously and does not tolerate bullying of any account. Assemblies and lessons are held to ensure pupils are aware of cyber bullying, what to do if they are a victim and how to prevent cyber bullying. We have additional information in our Online Safety policy.

7. Safeguarding

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to the safeguarding team as a matter of urgency.

8. Advice for parents and carers

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should follow these actions: Listen to their child with an open mind and try to collect all the facts – is it bullying or friendship problems, which may resolve naturally?

- Be sensitive to the child's feelings letting them speak for themselves
- Contact the school as soon as possible
- Be prepared to work with the school
- Encourage your child to talk to an adult in school if further incidents occur
- Support the school's anti-bullying policy
- Discuss the anti-bullying policy with your child

Appendix 1-Investigation following an allegation of bullying

Date the allegation		
Name of the pupil reportedly being bullied		**Class:**
Name of the alleged perpetrator		**Class:**
Names of others involved or present		
Name of Staff investigating the allegation		

Summary of the investigation

☐The investigation confirms that bullying has taken place.
☐The investigation confirms that bullying has not taken place.

Criteria	**Tick those that apply**
It is deliberate	
It occurs repeatedly over time	
It involves a real or perceived power imbalance that is used to influence, intimidate or harm others	

Where bullying has occurred, select the appropriate category for recording:

Verbal		Cyber		Homophobic	
Racist		Emotional		Physical	
Sexual		Other (specify)			

Notes of any actions taken below should be completed by the investigating staff member

Action	**Details/ Date/ By Whom**
Investigation meeting held	
Statements taken	
Support offered to Victim	
Parents of Victim Contacted	
Support offered to Perpetrator	
Parents of Perpetrator Contacted	
Restorative meeting offer/held	

Sanctions given	
Incident of Bullying added to CPOMS	
Contact with any external agencies made	
Upload this document to CPOMS	

Signed by investigating staff member	
Date	
Reviewed by SLT member	
Date	