



The Lea Primary School and Nursery

Anti-Bullying Policy

Policy Sign off

Reviewer	Date	Approver	Date
James Berry/Roz Cross	January 2022	TLC	Jan 2022
Next Review		January 2023	

Bullying is wrong; we take the issue of bullying very seriously.

The Lea Primary School and Nursery is committed to providing an atmosphere which is secure and conducive to learning. Our curriculum includes Personal, Social, Health, Education and Citizenship (PSHE&C); lessons take place across the school which are designed to help develop the pupils' understanding of bullying, its associated vocabulary and definitions, using age-appropriate activities. Our e-safety curriculum also includes a clear focus on respect for all online and the impact of cyber bullying.

The following principles inform our anti-bullying approach:

- Bullying behaviour is unacceptable, and will not be tolerated.
- All adults in the school (staff, governors and parents /carers) are positive role models to children.
- Bullying is a shared problem and staff and parents/carers will work together in partnership to resolve incidents.
- The safety and welfare of the children concerned are central to any decisions made in response to bullying.
- When incidents have been dealt with, all parties should be supported to move on positively.

A Definition of Bullying

There is no single definition of "Bullying" but a child friendly definition of bullying might be:

*Bullying involves people hurting or upsetting you **repeatedly** and **on purpose** by doing nasty or unkind things. They know that their actions will make you feel sad.*

At The Lea Primary School and Nursery, we consider that bullying is defined as deliberately hurtful behaviour, repeated over a *significant* period of time and perpetrated by the same person/people. It can take many forms but the main types are:

- Emotional – being deliberately unfriendly, excluding a child from a group, and tormenting (e.g. hiding books, threatening gestures or taking belongings), humiliation,
- Verbal– such as mimicking, putting people down, teasing, spreading hurtful or untruthful rumours, name calling, taunting, anonymous notes, extortion, deliberately embarrassing or humiliating others, intimidation.

- Physical – such as hitting, pushing, hurting, hair pulling, kicking, deliberately disrupting work or play.
- Indirect – such as encouraging/manipulating others to spread rumours, exclude, isolate, be hurtful or unkind.
- Bullying due to race, sex, religion or culture, disability or special educational needs. Actions might include verbal, physical or emotional (social exclusion) abuse, insulting or degrading comments, offensive graffiti, ridiculing or refusing to work or cooperate with others because of their race, sex/sexual orientation, religion or culture, disability or special educational needs.
- Cyber - such as abusive text messages, emails or instant messages, contributing hurtful information to social networking sites which is designed to embarrass or upset, or the exclusion of individuals from social networking sites or groups.

If bullying does occur, all pupils, parents and carers should know that incidents will be dealt with promptly and effectively.

The Role of the Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school anti-bullying strategies.

The Role of the Head Teacher

The Head Teacher 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 part of their behaviour.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Head Teacher will ensure that from time-to-time assemblies are used to reinforce anti-bullying messages and to raise issues concerning bullying. The Head teacher will also ensure that all children are aware that they can raise issues regarding bullying with any staff member, at any time.

It is the responsibility of the Head Teacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher will also ensure that any new member of staff receives a copy of the anti-bullying policy.

The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy.

The Role of the Class Team

All members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

- If bullying is suspected, the class team will monitor the situation closely. Incidents will be recorded and the situation brought to the attention of other staff, including the midday supervisors. Any child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their actions.
- If any staff become aware of any bullying taking place they will report it to the Class Teacher in the first instance, to ensure the issue is dealt with immediately. The class team will do all they can to support the child who is being bullied, actively listening to their concerns and including them in considering the next steps towards reparation.
- The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this may delay a resolution.
- If a pattern of bullying behaviour has been confirmed, the class teacher informs the school behaviour lead and parents of both parties. The child's parents are then invited into the school to meet the class teacher to discuss the situation and its consequences.
- The Class Team will spend time working with a child who has bullied: this involves identifying their motivators for bullying, developing pro-social behaviours, planning educational consequence time to teach

the expected behaviour and communicating with the SLT and the Head Teacher about the progress of this intervention. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all.

- A behavior or risk reduction plan may be put in place for a child who has bullied to encourage pro-social behaviours, and more intensive work planned into 1-1 or small group work, focusing on self-awareness, reflection and restoration, if there is evidence that the bullying may occur again.

*See our policy for **Behaviour***

- If the situation does not improve after the strategies have been implemented or if parents are unsatisfied with efforts to deal with a bullying incident, they should make an appointment to speak with a member of the Senior Leadership Team.

The Role of the Midday Supervisors Assistant (MSA)

MSAs also take all forms of bullying seriously and of the need to be vigilant at lunch time and will:

- Listen to children when they report incidents – even if they appear to be quite minor.
- Monitor the frequency with which a particular child makes minor complaints – something is upsetting them and it needs to be resolved.
- Use restorative conversations to investigate what has happened.
- Observe playground relationships – try to pre-empt and prevent difficult situations arising in the first place.
- Be vigilant and pro-active – don't stand still. Keep patrolling the whole playground/field and areas where bullying may take place e.g. toilets, corners of the field or playground.
- Report incidents to the class teacher and, if appropriate, to the behaviour lead.
- Record details of suspected bullying for class teacher/SLT on incident sheets.

The Role of the Parent and Carer

Parents and Carers have an important role in actively encouraging their children to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents and carers to work in partnership. If parents and carers have concerns about bullying or hurtful behaviour, they should take up those concerns with the **class teacher** as soon as possible. If, for any reason, parents or carers are not satisfied with the response they receive, a further appointment will be offered as soon as possible to raise their concerns with a member of the Senior Leadership Team or the Head Teacher.

- Parents and carers should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents and carers of other parties, involved or otherwise.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents and carers will be informed of any significant incidents involving their children so that they can support their child and the school in seeking resolution and restoring a safe environment for all children.

The Role of the Pupils

All pupils will be expected to show concern for others across the school community.

In addition:

- Pupils learn about anti-bullying from an early age. Through work in PSHE&C, pupils learn what constitutes bullying and what to do about it.
- Pupils should encourage each other to talk to an adult when they think bullying is taking place. Victims and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help when they do. Pupils recognise their own individual responsibility in helping to prevent bullying.
- Concerns and worries related to incidents and bullying in general may be explored and shared in Circle Time.
- The seriousness of making false reports will be reinforced.