



Lyne and Longcross C of E (Aided) Primary School

Anti-Bullying Policy

Approved: January 2024

Review Due: January 2025

As said in **1 Corinthians 12:12-13** *For just as the body is one and yet has many parts, and all the parts of the body, though many, form a single body, our vision is to create a place of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their potential.*

At Lyne and Longcross C of E (Aided) Primary School with Nursery 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 maximise their potential. We would expect children to feel safe in school, including 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.

Statement of Intent

Lyne and Longcross C of E (Aided) Primary School with Nursery staff and governors are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, whether from adults or from children. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children.

Children contribute to the development of the policy through the Junior Leadership Team, circle time discussions, etc.

The Junior Leadership Team will develop a child friendly version to be displayed in each classroom.

Parents/Carers will be encouraged to contribute by: taking part in consultations.

For the purposes of this policy the term Lyne and Longcross Primary School shall refer to both school and nursery; as will all other generic terminology such as staff, pupils and parents, these will be referencing both school and nursery parents, pupils etc

Objectives of this Policy:

- All governors, teaching and non-teaching staff, children 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 follow it when bullying is reported
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Roles and Responsibilities

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 in our school is: Mrs Stephanie Cox

Their responsibilities are:

- Policy development and review involving pupils, 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 policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Brett Willingdale

The School's Ethos Towards Bullying:

- We establish school rules and positive communication which demonstrate caring behaviour, and ensure that they are understood by all children
- We share with the children those types of behaviour which are considered to be "bullying" and therefore unacceptable
- We explain clearly what sanctions will follow bullying behaviour
- We shall regularly remind children in assembly of the importance of respectful and caring behaviour to be shown to everyone
- Use the Personal, Health and Social Education curriculum to deliver the key messages of Anti Bullying. This curriculum permeates all aspects of school life and is thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum
- We have structure in place which ensures that issues of bullying are routinely and regularly addressed in the classroom curriculum
- We draw up individual educational programmes/action plans for those children experiencing interpersonal and peer relationship difficulties

What is 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).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- 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

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 is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

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'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

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

Bullying can take place between:

- Children
- Children/Young people and staff
- 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

The School's Responsibility

Bullying must not be tolerated. Lyne and Longcross C of E (Aided) Primary School accepts that it is our responsibility to respond promptly and effectively to issues of bullying. This starts with our staff; setting a model example to children is of paramount importance. In our staff handbook we describe a clear code of conduct where all staff are expected to model respect and trust to all school stakeholders and to use the clearly defined reporting structure.

Pupil Communications

With children we discuss the various forms of bullying in society and in school and make it clear that bullying in any shape or form is totally unacceptable. We encourage openness and transparency; child communication, discussion and listening are reinforced in whole school Celebration assemblies, phase group assemblies, PHSE lessons and in our close relationships. However the thread of bullying is also one which we integrate across the curriculum wherever possible to reinforce the message and to allow children to see that speaking up is the best policy in all cases.

We have put in place a clear line of communication to ensure that children feel enabled and comfortable to speak to any member of staff about their concerns. In assemblies we promote sharing of concerns, our school value of belonging forms an important part of school life and culture. Children are expected to respect and uphold all our school values and are encouraged to speak up by reporting to staff any incidents of bullying that they may witness at any time.

Reporting and Responding to Bullying

Our school has clear and well publicised 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)

Reporting arrangements for:-

Children and young people in school

- Children are aware of who in school they can talk to if they feel they are being bullied. They are reminded of this through collective worship and through circle time and general class discussions

Parents/carers

- At Lyne and Longcross we have an open door policy so parents are able to speak to the class teacher, Teaching Assistant or member of Senior Leadership at the start or end of the day. If this is not possible they can contact the school office on 01932 872327 or via email info@lyne.surrey.sch.uk to arrange to speak to an adult

Staff

- Staff use CPOMS to log poor behaviour. This triggers an immediate email to the Headteacher
- At minuted fortnightly staff meetings there is a 'Children update' where staff can discuss any concerns or incidents and share information. Any serious incidents are reported immediately to the class teacher and Headteacher

Visitors/ helpers

- Adult helpers or visitors report any incidents to the class teacher with whom they are working

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

The steps the school will take:

- Interview all parties
- Inform parents
- Ensure all staff are aware of the situation
- A range of responses appropriate to the situation: - solution focused, restorative approach, individual work with victim and/or perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully

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. Children who are bullying need to learn different ways of behaving and we have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms of Bullying

At Lyne and Longcross C of E (Aided) Primary School all staff recognise that bullying can affect a child's mental state, physical behaviour and academic progress. Staff are encouraged to stay vigilant to any such signs and to respond to them sensitively and rapidly.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to/from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make slow or little progress in their learning
- has clothes that are torn or books that are damaged
- has "missing" possessions
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- complains of being 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

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

How the school deals with bullying incidents:

When dealing with bullying incidents or the reporting of bullying incidents, Lyne and Longcross C of E (Aided) Primary School is committed to providing and ensuring:

- A secure environment should be provided in which incidents can be reported confidently
- The child who has been bullied should be made to feel safe
- All children should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged/guided to behave in a more appropriate way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level

Staff should:

- **be available** - Break the code of secrecy. Make it known that you are ready to listen and provide immediate support
- **listen to the child** - Ask the bullied child who was involved and how she or he is feeling
- **record** - Ensure the incident is recorded and that reports are collated
- **respond** - Ensure that your response is non-aggressive and provides models of positive behaviour. Identify any children with long-term needs who require a development programme.
- **follow up** - Review progress and evaluate policies and intervention

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Careful planning is necessary to retain the joint problem-solving focus in the face of such an emotive subject.

Staff at Lyne and Longcross C of E (Aided) Primary School will ensure that:

- parents are clear about the joint problem solving focus
- they have been given enough notice
- the meeting is informal but uninterrupted
- all relevant information is available
- parents have an opportunity to have their say and express their feelings about the situation
- minutes of the meeting to be recorded
- the meeting is purposeful and ends on a positive note

Procedures

1. Bullying incidents are reported to the class teacher(s) of all the children involved
2. In all cases, incidents are reported to the Anti-Bullying Coordinator who informs all members of staff, including LSAs and Lunchtime Supervisors
3. The bullying behaviour or threats of bullying will be investigated
4. In all cases, parents of all the children involved should be informed and a discussion will take place
5. In all serious cases of bullying, a meeting may be required with all who are involved
6. Attempts will be made to help the bully (bullies) change their behaviour

Following a bullying report

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying.

They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the child who has been bullied
- avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
- use "supportive" children to ensure that the bullied child is befriended and protected, eg. In going to and from school
- consider the appropriateness of referring the bullied child for specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, child and family guidance, etc

Parental Support

We discuss our strategies for dealing with suspected cases of bullying in our termly Welcome Meetings for parents, and more frequently on a one to one basis as required. We encourage parents to come forward and share concerns they may have.

Some Help Organisations which parents may use are listed below:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape, 2 Grosvenor Gardens, London.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our children, we at Lyne and Longcross C of E (A) Primary School with Nursery, have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- School promises applied consistently
- Good to be Green behaviour system consistently applied
- Individual reward charts (KS1)
- House teams
- House points
- Anti-Bullying week annually in November
- PSHE sessions following the school's JIGSAW scheme
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Junior Leadership Team
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- ELSA
- Forest School

Links with other policies

Behaviour Policy
Safeguarding Policy
Acceptable Use Policy
Equalities Policy
PSHE policy
Complaints policy.