

Lainesmead Primary School



Policy on Anti-bullying and Anti-harassment

Approved: August 2017

Signatures

Head teacher Mrs E Painter

Chair of Governors Mrs S Newton

Lainesmead Primary School

Anti-Bullying Policy

The objectives of this policy to:

- intervene effectively when bullying happens
- reduce the frequency of bullying incidents
- increase the likelihood that incidents are disclosed to responsible adults

The school recognises that on occasion bullying can occur. Bullying is regarded as serious and firm action is always taken against it. Children are encouraged to be proactive and to report any incidents of bullying to members of the school staff straight away.

Bullying can be physical, verbal or emotional by a single person or a group of individuals either face to face or through the use of technology.

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts they do not wish to do.
- Violence and assault
- Pinching/kicking
- Jostling
- Intimidation
- Extortion
- Ostracising
- Cyber bullying

Cyber-bullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile devices and the internet, deliberately to upset someone else*. Cyber-bullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying.

Cyber-bullying can take several forms:

- Threats and intimidation
- Stalking or harassment
- Vilification or defamation
- Ostracising / peer rejection / exclusion
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending or forwarding personal or private information or images

There are particular features of cyber-bullying that differ from other forms of bullying and need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** - the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** - the people involved may have a different profile to traditional bullies and their targets.
- **Location** - the 24/7 and anyplace nature of cyber-bullying.
- **Anonymity** - the person being bullied will not always know who is attacking them.
- **Motivation** - some pupils may not be aware that what they are doing is bullying.
- **Evidence** - unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

Some reasons for being a victim/bully may be:

- Race/Sex/Class
- New child in school
- Child with family crisis
- Disability - or difference of any kind.
- Low self-esteem

Victims of bullying are more likely to be children who are not assertive (timid) unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

- Victim of violence
- Enjoyment of power/creating fear
- Copying behaviour at home or on T.V.

Bullying occurs in children from all backgrounds, cultures, races, sexes, and ages. However, if two pupils of equal power or strength have an occasional fight, or quarrel, this is not bullying

Ways bullying incidents are monitored.

- A report from a child or children which is then investigated to find out whether bullying has taken place.
- Reports from parents which will be investigated.
- Use of the behaviour charts. These are monitored the Deputy Head to identify when there is potential bullying activity being carried out.
- Observation of children whose behaviour has changed or who are always ill in school.

Early signs of distress for a victim and bully

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear.
- Late arrivals
- Bed wetting
- Be frightened of walking to or from school.
- Start stammering.
- Have unexplained bruises or scratches.
- Begin to bully other children

Recognising the difference between bullying and bossiness and bullying and boisterous behaviour

Bullying

Focused on younger smaller and timid children, increasingly relying on threat and force. Wilful conscious desire to hurt, threaten and frighten.

Bossiness

Bossing whoever is around at the time. Children usually grow out of it as they mature and learn social skills.

Bullying

Play spoiling other children's activities, showing violence and hostility. Rough intimidating behaviour.

Boisterous behaviour

More natural uncontrolled - not vindictive - not unfriendly.

Procedure for dealing with accusation of bullying:

- All complaints, from children or adults, to go to Class Teacher in the first instance then the Deputy Head and/or Head teacher.
- All allegations of bullying will be taken seriously.
- All incidents and discussions with all children involved must be recorded. Class teacher to record all early events on concern sheet. All versions of events will be sought. Reassurance will be given to the victim. (It is usually appropriate to interview victim and bully separately) Restorative Justice will be used where appropriate.
- Parents will be involved as appropriate, any action taken will be explained to them.
- If a meeting with the parents cannot be arranged a written report must be sent.
- In cases of cyber bullying children have to be told not to erase any messages so that they can be traced. This may involve the use of the ICT technician to help trace or contacting the mobile phone

operator, or internet provider. As sending certain messages across phones and internet is illegal the police may have to be involved.

How the school prevents bullying from happening

What we do in school

In schools playtime and lunchtime breaks are possible times for bullying. The following steps are taken to decrease this potential problem in both KS1 and KS2 playgrounds.

- Encourage the caring and nurturing side of children.
- Work for a caring, cooperative ethos.
- Ensure adequate supervision in playground.
- Provide appropriate activities at play times.
- Positively encourage caring and discourage bullying.
- Use PSHE curriculum/Assemblies to explore bullying issues/friendships
- Reward pupils for being caring, helpful and kind.
- Sanction bullying behaviour.
- Stress that watching and doing nothing is supporting bullying.
- Be aware and tackle any racist or sexist language i.e. Equal Opportunities Policy.
- Give support to both victim and bully. Victims and bullies lack self-esteem and self-value. Bullies need to work with others (cooperation rather than competition).
- Reward non-aggressive behaviour in school.
- Follow up, to support victim and prevent re-occurrence.
- Make clear to parent unacceptability of bullying i.e. discourage "hit him back" attitude.
- Use peer group pressure and approbation and disapproval.
- Help children to see other point of view how would you feel if.....?"
- Encourage children to support newcomers, loners or shy children.
- Provide adequate supervision within the classroom and during break times and lunch times.
- E-safety assemblies and lessons covering Cyber Bullying are held regularly.
- Do not allow pupils access to their mobile devices in school.
- Monitor the use of the internet.

Values Lead Education

Lainesmead is a values based school. Values are the principles that guide and drive our behaviour. Children are encouraged to discover the best in themselves, care for others and the environment. Each term we chose a value to focus upon. We encourage discussion and reflection across the school, especially thinking about how we can demonstrate the value in our behaviour towards others. Values that guide our anti bullying behaviour include thoughtfulness, cooperation, respect, appreciation and caring.