

Anti-bullying Policy

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Introduction

As a whole school community, we are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a Gold Rights Respecting School, we commit to actively promote children's rights and therefore take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable

Definition

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published Bullying: Effective Action in Secondary Schools. This was followed by DfE guidance for schools under two headings: Don't Suffer in Silence and Bullying – A Charter for Action. This policy reflects this guidance. DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. The Diana Award defines bullying as "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." This is a consistent message which is easily understood by children. It also gives adults dealing with individual situations clear guidance as to what constitutes bullying.

The Diana Award breaks bullying down into 3 different types.

- Verbal – The repeated negative use of speech, sign language, or verbal gestures to intentionally hurt other. Examples include: swearing, discriminatory language, offensive language (concerning personal choices) and hurtful comments.
- Indirect – The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others. Examples include: cyber bullying, rumours, isolating someone, damaging/taking property, secret sharing and physical intimidation.
- Physical – The repeated negative use of body contact to intentionally hurt others. Examples include: punching, kicking, pinching, slapping, tripping.

Children at Lutley are encouraged to be an 'upstander' as opposed to a 'bystander'. The definitions of these terms are:

- Bystander – A bystander is someone who sees or knows about bullying behaviour that is happening to someone else but takes no action to address or report it.

- Upstander – An upstander is someone who recognises when something is wrong and acts to make it right. When an upstander sees or hears about someone experiencing bullying behaviour, they speak up and do their best to help, protect and support the person.

Aims and objectives

Children have the right to be protected from all types of harm. Bullying, in all its forms, constitutes as harming a child and, as duty bearers, it is our job as a school to protect the children in our care. We aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Children understand their rights and those of others under the UN Convention on the Rights of the Child. The Rights Respecting School Agreement is referred to throughout the curriculum and children are reminded of their right 'to be protected from all types of harm' (Article 19) so that they understand the impact of their behaviour in relation to their conduct towards others.

Our school ethos and curriculum

Our school values are at the heart of everything we do at Lutley. Learning, caring, aiming high - together becomes a part of who we are and what we stand for. Every adult in our school community has a duty of care to uphold these values and to ensure that Lutley children not only respect them but believe in them too. Through this school ethos, children are armed with an understanding of what it means to care for one another. In turn, they hold strong relationships and can recognise right from wrong. They know what bullying is and feel confident to talk to adults freely if they were to ever witness bullying behaviour. At Lutley, we have devised a PSHE curriculum that is tailored to the needs of our children. One of our core themes is relationships which is then broken down into topics of families and friendships, safe relationships and respecting ourselves and others. Anti-bullying lessons are inter-woven throughout these topics to provide children with a clear understanding of what bullying is and how to deal with situations should they ever arise. Furthermore, these lessons are used as a tool to arm children with the knowledge of how to be a good friend and what positive relationships look like. Quality, core texts are used to enrich our PSHE curriculum and to help teachers deliver content that is pitched correctly and relatable to all year groups. Our school ethos and PSHE curriculum is a prevention strategy to limit any bullying that we have in school equipping our children with lifelong lessons and values.

Roles and responsibilities

As a whole school community, every adult has a duty of care to protect and promote children's rights, educate effectively about bullying, prevent bullying from happening and respond promptly to any allegations of bullying. Specific roles and responsibilities of individuals have been outlined as follows:

Governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies

the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the antibullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher 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.

Teachers and support staff

- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep their own records of all incidents of bullying that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Assistant Headteacher, Deputy Headteacher or Headteacher as appropriate. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher, appropriate Assistant Headteacher and the special needs coordinator as appropriate. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.
- Teachers deliver and facilitate lessons outlined in our PSHE Programme of Study. They use a range of quality, core texts to help children understand bullying behaviours and to analyse certain situations. Outside of timetabled PSHE lessons, teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Parents

- 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. If they are not satisfied with the response, they should contact the Assistant Headteacher for the phase. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to uphold the school's values at all times.

Children

- The children have a responsibility to uphold our school values, behaviour charter and the responsibilities linked to the United Nations Convention on the Rights of the Child. They understand their rights and responsibilities.
- A group of Key Stage 2 children will be trained annually to become anti-bullying ambassadors via the Diana Award. Anti-bullying ambassadors learn how to identify bullying, the importance of being upstanders and how to intervene safely and support peers who may be experiencing bullying behaviour. By educating their peers and running campaigns in the areas of respect, online safety, wellbeing and community action, they will work towards achieving badges through the Diana Award and inform the school community when they have successfully achieved one.

Procedures for Monitoring and Evaluation

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy will be regularly reviewed and is in line with the Equal Opportunities, Racial Equality and Inclusion Policy.