

## Larkfields Junior School

### Anti-Bullying Policy

#### **Introduction**

Larkfields is an average sized junior school. Almost all pupils are of a White British background and have English as their first language. The proportion of pupils entitled to claim free school meals is below average as is that with a statement of special educational needs. The proportion of pupils with learning difficulties and/or disabilities is about the same as that in most other schools. The mission statement reflects the ethos of the school.

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21<sup>st</sup> century.

Our children Take Care of:

Ourselves  
Each Other  
Learning  
The Environment



Our children will flex the muscles of:

Resilience  
Resourcefulness  
Reflectiveness  
Reciprocity

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

#### **Policy Development**

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people. The policy was emailed to parents in order to gain feedback and is to be included in the admission pack for new parents.

Pupils contribute to the development of the policy through the school council, circle time discussions, etc.

The school council will develop a Student friendly version to be displayed their notice board in the hall.

This policy is available

- Online at [www.larkfields-jun.notts.sch.uk](http://www.larkfields-jun.notts.sch.uk)
- In the school' parents guide
- From the school office

## **Roles and Responsibilities**

The Head Teacher – has over all 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 head teacher will appoint 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 Janette Beale

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.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Ensuring that teaching of anti-bullying is an integral part of the curriculum.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is .....

## **Definition of Bullying**

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.' This can take many forms and is often motivated by prejudice.

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting

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- 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:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- 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.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its affects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children

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are taught safe ways to use the internet (see our e-safety policy and AUP) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **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. Sanctions may vary as to the impact of the bullying and may be applied after only one incident in some situations.

Systems of reporting for:

### Children and young people in school

Children are encouraged to report bullying to their class teachers either verbally or by placing a written note in the worry boxes situated in every classroom. If the children feel unable to report the bullying to their class teacher (for whatever reason), they should report the bullying to another responsible adult in school (teaching assistant, teacher, midday supervisor), to the head teacher or to their parents or carers.

### Parents/carers

Parents or carers should report bullying to their child's class teacher or to the head teacher.

### All staff and visitors

All staff and visitors should report bullying to the head teacher.

### Bystanders

Bystanders should report bullying to the class teacher, responsible adult in school (as detailed above) or head teacher as appropriate.

## Procedures

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

Steps which the school will take include:

- Interviewing all parties.
- Interviewing witnesses as appropriate.
- Informing parents and carers.
- Recording events on the safeguarding form.
- A range of responses appropriate to the situation: - solution focused, restorative approach, whole class teaching, friendship/support groups, individual work with victim, individual work with the perpetrator/s, referral to outside agencies.
- Referral to the Behaviour policy in order to determine appropriate school sanctions and how these may be applied, including what actions may be taken if the bullying persists.
- Follow up work with all parties involved.

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- Support for the victim and the child/children who carried out the bullying.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and the head teacher as appropriate. Any incidents around protected characteristics are also reported by the HT to governors.

The school has an incident recording form this is part of the safeguarding log.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and the further development of this anti-bullying policy.

This information will be presented to the governors every autumn as part of the annual report.

The policy will be reviewed and updated annually.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we, have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Incorporating SEAL into our SMSC programme of study where appropriate, including the theme "Say no to bullying". This work includes teaching children what bullying is, the forms which bullying might take, understanding why people become involved in bullying and at the same time understanding that bullying is always wrong and knowing what actions to take if they or anyone else is being bullied.
- Involvement in Healthy Schools. Updated January 2017
- Participation in an Anti-Bullying event or as part of our Take Care of Each Other week.
- SMSC work both planned as an intergral part of the curriculum and on a reactive basis when appropriate (either whole school, class, group or individual).
- Addressing such areas as; anti-racist education, multi-cultural awareness, disability awareness, gender awareness, stereotyping and conflict resolution through whole school assemblies or in classroom teaching as appropriate.
- Directly teaching children about the positive nature of difference and diversity, celebrating and valuing differences and individual achievements. SMSC work covers much of this.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
- Digital leaders programme
- Take Care Reps.
- Peer mentoring/friendship schemes for vulnerable young people.
- Buddying scheme for all year 3 children.
- Making appropriate leaflets and other publications available to parents.
- Staff training and development for all staff.
- Posters displayed throughout the school, including those designed by the children and Childline posters. There is a safeguarding board in each classroom.

- Having a clear set of school rules promoting positive behaviour. STAR
- Having a clear and fair system of rewards (including weekly achievement assemblies) and sanctions.
- Small group intervention, including a nurture group to help some children develop social skills.

### **Links with other policies**

Behaviour Policy

Child Protection, Safeguarding, LAC and Ensuring Well Being Policy

Physical Intervention Policy

Acceptable use of ICT policy (including cyberbullying)

PSHE and Citizenship Policy

Confidentiality Policy

Equality Policy

### **References Documents and Related Policy/Guidance**

#### **National**

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011  
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

#### **Local**

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)  
Anti-bullying Policy Development: Guidance for schools (2009)

#### **Useful organisations**

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

## References Documents and Related Policy/Guidance

### *Appendix 1*

All incidents should be recorded on the safeguarding form. So all information is in the same place. The flow chart should be referred to for all bullying incidents

## Stages for dealing with incidents of harassment - Flowchart

# 1

- Inform classteacher/headteacher
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during time out. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents



# 2

- All of stage 1  
And ..
- Removal of child from area where incident took place for limited period of time.
- Inform parents of situation verbally



# 3

- All of stage 2  
And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely



# 4

- All of stage 3  
And ...
- Place on report for longer period
- Inform parents of problem in writing and invite them to attend formal meeting
- At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.



# 5

- All of stage 4

And ...

- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried