



Leasowes Primary School
Anti-Bullying Policy



Date Approved: Oct 2019	Print Name: Jeff Smith
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Version 2

1. Introduction

At Leasowes, there is no justification for bullying and it is not to be tolerated in any form. Bullying of any kind is considered completely unacceptable, and must not be regarded as an inevitable part of a child's school experience. It is to be clearly understood by anyone working within our school that it is wrong and will not be tolerated in school, or on the way to and from the school site.

Our ultimate aim is to provide a safe, secure and happy learning environment for all pupils, rooted in mutual respect and in keeping with our values of

- Respect
- Courage
- Collaboration
- Aspiration
- Enjoyment
- Love

Through educating children in our values, which are embedded throughout the whole school, we aim to foster a school culture that is free of fear or threat. This will enable us to support the aspirations, achievements and welfare of the entire school community.

2. What is Bullying?

Leasowes Primary School defines bullying as:

Bullying is deliberate, hurtful behaviour that is repeated over a period of time. Bullying is committed with the intention of making somebody feel hurt, threatened or frightened. This can take many forms:

- Physical – hit, kick or manhandle
- Verbal – teasing/ name-calling, insults relating to physical or social appearance, disability/ gender/ ethnic origin/ sexual orientation or personality
- Psychological – spreading rumours, excluding from activities/ discussions/ groups of friends
- Extortion – threats to obtain money or property
- Damage/ theft to/ of belongings
- Cyber-bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature e.g (including social media e.g. WhatsApp, Instagram and other apps)

As a school, we work hard to ensure children understand that bullying is much more than just "falling out".

As a school, the values and beliefs we share that underpin this policy are:

- All bullying is unacceptable regardless of how it is delivered or the reason used to justify it.

- Leasowes Primary School recognises and understands the detrimental effect bullying can have on pupils, and will work actively to minimise the risks.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than be regarded as a burden to members of staff and peer groups.
- The harmful effect on pupil performance, which can be occasioned by bullying, is recognised and Leasowes Primary School is committed to combatting all bullying behaviour.
- Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch it happening and less aggressive pupils can be drawn in by group pressure. Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying and deal with it firmly, fairly and promptly.

3. Aims

Our aims and objectives in formulating this policy are:

- To reduce and eradicate, wherever possible, instances in which pupils are subjected to bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.
- To ensure that all pupils, staff, parents and governors are aware of this policy and fulfil their obligation to it.

4. Actions to Combat Bullying

Prevention is better than cure, so at Leasowes we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum, including PSHE lessons and assembly time, whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

As a school we shall seek to:

- Support children who are being bullied
- Help bullies to change their behaviour and learn from their actions
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where necessary
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness, through a strategic programme that includes assemblies and PSHE provision
- Involve and discuss regularly with children agreed class rules and behaviour
- Involve other agencies when necessary

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

5. Procedures

In order to monitor and deal with bullying effectively in our school, the following procedures will be adhered to:

- All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher. Older pupils may be asked to write a report themselves.
- While bullying is being investigated initially, incidents will firstly be dealt with directly by the class teacher. Where necessary, other teachers (for example the teacher of the bully) may be involved to deal with it at a class/individual level.
- If this is not sufficient, the matter may be referred to the involved children's Phase Leader.
- If the issue is still not resolved, the matter will be referred to SLT. It is important to note, however, that some issues that may pose a safeguarding concern or are more serious in

nature may not follow this pattern and may be referred to senior leaders more quickly.

- To ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse, then it should be reported to the Headteacher to be recorded in the Racial Incident Book.

Class-based Procedures

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. This will be supported by the PSHE teaching, which as a school focuses on turn-taking and allowing one another to speak during problem solving. As a school, we follow the "Jigsaw: A Mindful Approach to PSHE" scheme, which includes a half-term's learning per year with a focus on relationships. Anti-Bullying is a clear focus in many year groups during this half term, and is supported by regular mentions throughout the year as well as Anti-Bullying week.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

Role of Governors

Headteacher to report annually to governors, through Headteachers report and WGB meeting, regarding the number of bullying incidents and how we deal with bullying in school.

6. Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Parents can play a vital role by:

- Stressing to their children the importance of social behaviour including the use of offensive language
- Reporting any misgivings they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.

7. Equalities Statement

Through appropriate treatment of all, Leasowes Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

This policy should be read in conjunction with the Leasowes Primary School Mental Health and Wellbeing policy in order to ensure the promotion of positive mental health and wellbeing for all staff and pupils.



Leasowes Primary School

Bullying Incident Report Form

Name of Child:

Class:

Date:

Incident Reported to:

Details of incident (please provide as much detail as you can, continuing onto a separate sheet if necessary).

Action taken (please include any necessary detail, including the person taking the action).

Teacher signature:

Pupil signature:

