

Anti-bullying Policy



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Staff responsible: Mrs M Liddle, Head Teacher (DSL)

LARKSPUR PRIMARY SCHOOL

Anti-bullying Policy

1 Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally, over a prolonged period. This is known as child-on-child abuse and may take many forms.

Bullying may constitute:

- **Cyber-Bullying** - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.
- **Racist Bullying** - This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
Homophobic Bullying - This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Vulnerable Groups** - We recognise that some groups of pupils may be more vulnerable to bullying, including:
 - Looked After Children,
 - Gypsy, Roma and Traveller children,
 - Children with Special Educational Needs or Disabilities (SEND)
 - Children from ethnic minorities,
 - Children for whom English is an additional language,
 - Children who are perceived to be gay, lesbian or bisexual.

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Signs of bullying:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

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2 Aims and objectives

2.1 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.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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.

2.5 The whole school participates in Anti-bullying week with an appropriate assembly and activities within the classroom to embed a whole school approach to recognising and tackling bullying.

3 The role of governors

3.1 Our governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school 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.

3.3 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 investigate the case and to report back to a representative of the governing body.

4 The role of the headteacher

4.1 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 deal with incidents of bullying.

The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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4.2 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

4.4 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.

5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Records are kept if bullying is over a prolonged period.

5.2 If teachers witness acts of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period, then, after consultation with the headteacher, the teacher informs the child's parents.

5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 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 after each incident. No attempt should be made by parents to reprimand pupils themselves.

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- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 The role of pupil

Pupils must follow the rules of the school regarding bullying which are displayed in each class. The rules are chosen by the children after being discussed in class.

- 7.1** Pupils must report incidents of bullying to members of staff in order for them to be dealt with.

8 Monitoring and review

- 8.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness every 3 years by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and healthy school representative.

Actions to be taken (victim)

- Immediate action in the form of an interview ensuring confidentiality
- Parents to be informed of incident
- To be supported through counselling if necessary and support of all members of staff

Actions to be taken (accused)

- Immediate action in the form of an interview ensuring confidentiality
- Parents to be informed of incident
- To be supported through counselling if necessary and support of all members of staff