



Lickey End First School



Anti-Bullying Policy

Last Updated/Reviewed:	09 March 2023
Next Review:	March 2024
Adopted by the Governing Body on:	September 2014
 Signed: R Davies <i>Chair of Governors</i>	

Linked Policies and Procedures:
LEFS Behaviour Policy
Code of Conduct
E-Safety Policy
Safeguarding Policy

Rationale

All members of Lickey End First School have an entitlement to be in an educational environment which is safe, positive, secure and supportive and bullying has a negative impact on this entitlement. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

The anti-bullying policy is implemented to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at schools.

We value pupils developing respect for others working together to support one another and to develop resilience when faced with adversity (Vision, Aims and Values).

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at LEFS School. They are: every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured; pupils learn to be strong and independent through positive relationships; pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is the persistent, wilful, conscious desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional, involving physical injury, threat and intimidation, teasing and name calling. This also includes cyber bullying. All these features undermine relationships and are not conducive to the learning environment.

Aims

- To provide a safe and secure environment for all pupils
- To promote a school ethos free from bullying

- To ensure that any reported incidents are dealt with sensitively, promptly and successfully.

Our approach to bullying aims to remove secrecy which is a significant feature of bullying.

We aim to support children who, for whatever reason, are either consistently choosing to make other children unhappy or who themselves are being made unhappy by other children.

We aim to provide the children with the knowledge, skills and attitudes which help them recognise bullying in themselves and in others, and thus help to prevent it.

Children who are being made unhappy by adults will be considered within the parameters of our Safeguarding policy.

We firmly believe however, that the general labeling of children as ‘bullies’ before an incident has been proven is not supportive and will be discouraged within the school community.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded.

Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children

It is important that children are, and feel that they are, listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Guidelines

1. The ethos at Lickey End First School usually prevents bullying. However, should an incident of bullying occur, the incident will be investigated immediately and the matter be treated with the utmost importance.
2. Guidance on how to recognise, deal with and prevent all types of bullying is given on the [Worcestershire County Council website](#). The strategies and procedures suggested will be followed and all incidents will be recorded on Safeguard as Child on Child abuse.
3. The main types of bullying are:
 - **Physical** (hitting, kicking, grabbing, spitting etc)
 - **Verbal** (name calling, use of unkind words etc)
 - **Psychological** (targeted, not in public, exclusions, spreading rumours, excluding someone from social groups)
 - **Sexual** (touching, exposure, sexual language etc)
 - **Cyber** (online, via text/messaging apps, via social media, email, photographs etc)
 - **Financial** (influencing with money, expensive games etc)
 - **Racist incident** (physical or verbal abuse based on race or skin tone)
 - **Homophobic incident** (physical or verbal abuse based on sexual orientation/perceived sexual orientation)
4. Children are encouraged to feel confident that adults in school and home will deal with incidents and so are encouraged to discuss their feelings and any significant incidents that occur.
5. All reports of incidences of bullying will be treated seriously and appropriate actions taken.
6. All pupils will be treated with care and respect and be encouraged to show respect for others.
7. Victims of bullying will be given appropriate guidance, support, reassurance and advice.

8. Appropriate sanctions or strategies to deal with 'bullying' behaviour (in line with the School Behaviour Policy) will be implemented.
9. Pupils perpetrating bullying will be given appropriate support to change their behaviour (see [Worcestershire guidelines](#))
10. Where appropriate parents will be informed and be involved in the supportive monitoring process, and will work in partnership with the school to help tackle the reasons for the unacceptable traits of behaviour.
11. If necessary the Support Services from the Local Authority will be consulted for advice and guidance.
12. Cyber-Bullying is given appropriate high-profile and latest updates and guidelines are followed. See NSPCC link

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

The following strategies will be used to prevent bullying incidents:

- Circle time – to develop cooperation and build self esteem
- School Assemblies and values are lived to encourage shared understanding and responsibility
- Implementation of the Behaviour Policy – to provide a framework for a consistent approach to deal with inappropriate behaviour.
- Children who need guidance in their behaviour towards others are most likely to be supported by specific targets derived from our Behaviour policy. In some cases this may involve formulating an Individual Behaviour Plan or Pastoral Support Plan which is then reviewed at frequent intervals.
- Small group and individual teacher/teaching assistant/ pupil discussions – to provide a forum for listening. Our Teaching Assistants as well as our teachers are trained to provide extremely good support to pupils by listening and guiding them in positive behaviour choices.
- PSHE lessons promote the personal, social and emotional health of all pupils and develop interpersonal skills.
- High profile learning during Anti-bullying week
- All children are issued with Children's Anti-Bullying Leaflet (approved by School Council) and reference will be made to this document when discussing with school/individual children.

Monitoring and Evaluation

- The school will record incidents using Safeguard
- The Governors and Headteacher will monitor bullying incidents.

Remember

Bullying can have a huge negative impact on children – in the short and long term.
Be on the lookout for signs of bullying, and be aware of who might be more vulnerable.
Report any concerns you have.
Take prejudice-based bullying seriously and listen to children affected by it.

This policy should be read in conjunction with the Human Rights Act (October 2000), the Index for Inclusion, Local Authority Safeguarding Guidance, the School Development Plan and the Equality Information and Objectives.