



Anti-Bullying Policy

R.Horton

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Approved by Chair: _____

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Introduction and Aims

Bullying is a safeguarding issue that affects a pupil's physical and emotional well-being and safety and will be treated as such at Lodge Farm Primary. To eradicate bullying, all members of the Lodge Farm Primary community must be vigilant and report any instances in line with the Behaviour Policy, particularly if the issue appears to have been unsuccessfully resolved in the past and there has been a recurrence. We can only act upon incidents of bullying if we know about them. Whilst we would want all our pupils to be assertive and robust, retaliation and in particular acts of physical retaliation are invariably counterproductive and are likely to escalate matters further.

Bullying hurts and at Lodge Farm Primary no-one has to accept being treated badly. Moreover, our pupils have the right to be and feel safe. We recognise the negative impact bullying has on the performance and well-being of both the victim and the bully. We want to establish a safe and positive environment, which provides all of our pupils with every opportunity for success. We consider bullying to be completely unacceptable no matter what form it takes or what excuses are given to justify it.

Any form of racist bullying or involving protected characteristics (age, disability, gender reassignment, race, religion or belief, sex and sexual orientation) will be dealt with as part of our [Public Sector Equality Duty](#). We recognise our responsibility to respond promptly and effectively to any incidents of bullying. We seek to empower everyone to report any instances in which a pupil (or any other member of our community) is at risk of harm and to have confidence that we will do something about it.

As such we are committed to:

- ensuring that the safety and well-being of the pupils in our care remain paramount importance
- compliance with the Law
- maintaining and developing an Anti-Bullying Policy that is respected and practised by all members of the School
- setting out effective opportunities for bullying to be reported and empowering our stakeholders to do so with confidence
- setting out a range of sanctions and support to address and eradicate incidents of bullying
- creating a structure to support victims of bullying and to provide them with strategies to deal with future incidents of bullying that may occur in their lives
- assisting perpetrators in modifying their behaviour
- helping those who witness bullying to develop the necessary confidence and skills to challenge it
- promoting and fostering strategies that create an environment in which bullying is less likely to take place.

The Laws

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the [Education and Inspections Act 2006](#):

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.
- Gives head teachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The [Equality Act 2010](#) replaces previous anti-discrimination laws with a single act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims.

It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the [Children Act 1989](#) a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who

is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the [Protection from Harassment Act 1997](#), the [Malicious Communications Act 1988](#), the [Communications Act 2003](#), and the [Public Order Act 1986](#). If the school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside the school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the [Education and Inspections Act 2006](#) gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of the school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in another part of the city. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; we have to make their own judgements about each specific case.

Bullying often falls into one or more categories:

- Physical: hitting, kicking, the use of violence, stealing belongings etc.

Emotional: being intentionally rude or unfriendly, threatening looks or gestures, spreading rumours etc.

- Verbal: name calling, insulting, teasing, sending distressing notes or messages
- Cyber: the use of technology such as texting, internet chat rooms, social media and telephone calls

Furthermore, it can be based around characteristics such as race, religion, gender, gender orientation, sexual orientation or Special Educational Needs. There may also be trends as a consequence of fashion, current affairs and media campaigns or reporting.

***Please note: 'banter' is not an acceptable excuse for unacceptable language or behaviour and children will receive appropriate consequences in line with our school system. Persistent and repeat offenders may fall into the category of 'bullying.'**

Bullies tend to fall into three categories:

- Aggressive bullies, who act alone or in gangs
- Anxious bullies, who are intimidated by others into bullying
- Victim bullies, who may bully at school but are victims in other areas of their lives.

Furthermore, the following roles can usually be identified during incidents of bullying:

- Ring leaders, who dominate others and rely on social power to bully
- Associates, who join in, sometimes for fun but who are often afraid of the ring leader
 - Bystanders, who let it happen because they are unable or unwilling to do anything
 - Defenders, who try to stop the bullying from happening.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can take place 24/7 with no refuge at home. Content may stay online forever. The bully may have a perception of anonymity and may become more likely to bully online. There may be distressing incidents of "sexting" or "trolling".

There is sometimes confusion, particularly amongst pupils, about what constitutes bullying. It is important that we teach them both what bullying is and what bullying is not. In particular, it is not a simple disagreement between two people, a difference of opinion or someone just being nasty or anti-social from time to time.

Although the primary purpose of this policy is to ensure the safeguarding of the pupils in our care, bullying of other members of our school community could also occur including: the



bullying or attempted bullying of staff by parents, carers or possibly pupils or the bullying or attempted bullying of parents by pupils, other parents or staff. We must all be vigilant to report all incidents of bullying since we cannot expect to safeguard our pupils if occurrences of bullying remain unchallenged and unaddressed in other areas of our school community.

Signs to Look For

Whilst we must all make every effort to empower our pupils to report any instances of bullying, we cannot rely on this alone. In particular, we must all look out for and report the following signs that a pupil might have become a victim of bullying, such as:

- Physical marks, such as cuts and bruises
- Frequent loss or damage to clothes or property
- Frequent loss of money
- Frequently asking for money
- Stealing money or other items such as cigarettes
- An unwillingness to come to school
- Becoming withdrawn, anxious or suffering from low self esteem
- A developing stammer
- Not eating
- Self-harm
- Suddenly becoming aggressive or unreasonable
- Running away, or attempting to
- Crying his/herself to sleep
- Nightmares & bed wetting
- Complaints of stomach aches, headaches or non-specific illnesses
- Regularly feeling ill in the morning or at school
- Changes to a pupil's usual routine
- Bullying other pupils or siblings
- Deterioration progress in work
- Jumpy when texts or e-mails arrive
- Improbable excuses for any of the above.

General Strategies

Our anti-bullying strategies are based on prevention and intervention and review. To ensure their effectiveness:

- we have a collectively agreed definition of bullying
- we have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff
- our school rules are regularly promoted in assemblies and displayed throughout the school
- when incidents do occur, they are dealt with quickly

- we endeavour to ensure that our policies, interventions and responses are clearly communicated and understood by pupils, parents, and staff
- our pupils are proactively supervised at all times during the school day
we take care to ensure that our physical environment and day to day procedures do not lend themselves to bullying (For example, we ensure that pupils do not enter areas of the school premises, where they cannot be seen by an adult).
- we ensure that personal data is kept and sent securely and is destroyed when no longer needed.

Furthermore, to prevent and to eradicate bullying at Lodge Farm Primary, we seek to:

- involve parents by seeking their input; ensuring that they know bullying will not be tolerated and ensuring that they have confidence in our ability to resolve any concerns that they may have
- involve the pupils in our care by ensuring that they understand the part that they can place in preventing and stopping bullying
- implement fair and reasonable sanctions according to the needs of each individual case
- ensure that everyone treats each other with respect
- foster an inclusive and collaborative environment in which we all “look out” for each other
- provide opportunities to discuss openly differences between people that can become a source of bullying
- refer to external organisations for resources, support and advice
- provide workshops and training for all members of our school community
- ensure that we have clear systems for reporting bullying and that everyone knows how to use them
- participate in projects and initiatives to eradicate bullying
- celebrate our individual and collective successes
- seek external recognition of our success through participating in nationally recognised award schemes
- advertise external sources of support for those who have experienced bullying incidents.

Restorative Practise

Restorative practice is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties, and repair harm when relationships breakdown.

It creates a common language, a common approach for fostering a sense of social responsibility and shared accountability between individuals. It will help build relationships, improve behaviour and create stronger communities.



Our approach for restorative practice throughout the whole school is:

- Curious/Questioning
- Respectful
- Listening
- Reflective
- Challenging
- Emotional Literacy
- Patient
- Supportive
- Solution focused
- Conflict resolution

Additional Strategies

- Positive language
- Emotional coaching
- Peer on Peer Mediation-discussing issues and resolutions
- Reflective interventions with family liaison team
- Group interventions-Lego therapy, gentleman's club
- Social stories
- Referrals to external agencies

Disclosures and Reporting of Bullying

At Lodge Farm Primary, we provide a range of opportunities for the reporting of bullying.

- Pupils are regularly encouraged to discuss any concerns with any member of staff with whom they feel comfortable.
- We provide a Family Support Team, who can see pupils and/or parents at short notice and who are vigilant to any changes in behaviour.
- Pupils can report incidents anonymously through dedicated confidential "Worry Boxes" in their classrooms.
- Parents and Carers may make an appointment with the Head Teacher or a member of the Senior Leadership Team to report incidents or express concerns
- Staff report any incidents to the Leadership Team, Head Teacher or members of the Local Governing Body.

If a pupil discloses to an adult that he/she has been bullied, the adult should:

- Keep calm (getting angry will only increase a pupil's anxiety)
- Praise the pupil for telling him/her
- Not jump in immediately with advice or try to solve the problem

- Listen to and write down what the pupil says
- Collect any evidence, such as texts, e-mails, damaged property
- Establish the location, frequency and perpetrators of the incident
Establish whether there is any imminent risk to the pupil and report this to the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) if there is using the CP concern form
- Reassure the pupil that he/she has done the right thing by telling you and that you will make sure that he/she is safe
- Explain that he/she will have to tell others to make sure they are safe
- Report the incident to the Leadership Team and ensure that he/she receives feedback so that he/she knows that the incident has been dealt with appropriately.

Responses to Reported Incidents

We will normally employ a range of responses when we become aware of incidents or potential incidents of bullying

- Make clear that bullying is unacceptable and which rule has been broken to all of the parties involved.
- All incidents, interviews and subsequent action will be recorded and logged by the member of staff dealing with the incident.
- Inform parents where appropriate.
- Teach strategies to both the victim and perpetrator to manage their behaviour prevent further repetition.
- Establish a formal or informal action plan and review its effectiveness after a reasonable period of time.
- The Family Support Team, Inclusion Manager or Leadership Team will refer pupils to the appropriate external agency, where necessary (Educational Psychologist, BAMHs, Counselling etc).
- All parties will be monitored until we are confident that the bullying has stopped and will not be repeated.
- Look to see whether the incident has raised any issues of inclusion and act on these where appropriate.
- Learn from any incidents of bullying and provide both regular training to staff and specific additional training to staff if an incident exposes any gap in staff professional development.
- Actively look for opportunities to teach anti-bullying strategies in our curriculum.
- The Head Teacher, Senior Leadership Team and the Governing Body will review this policy annually in the light of any incidents that have occurred to ensure that this policy remains fit for purpose and is effective in preventing and dealing with incidents or perceived incidents of bullying at school.
- The views of pupils will be sought regularly (or after a significant incident) through the School Council, pupil voice questionnaires, class discussion and small group work.

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- The policy will be discussed annually (or after a significant incident) at whole staff meetings.
- We may ask individuals who have raised concerns to work with us to modify our policy so that these concerns are effectively addressed in the future.

In these ways, we seek to ensure a process of consultation and input from all members of our school community in the on-going development and review of our Anti-Bullying Policy and to decide whether or not it is working effectively.

The curriculum committee of the Local Governing Body will meet annually to ensure that appropriate opportunities for consultation and development have been made available to our stakeholders and to agree on any modifications or updates to the policy.

Sanctions and Interventions

In line with the provisions of our Behaviour Policy, for initial bullying incidents, we will normally employ one or more of the following measures:

- Withdrawal of privileges
- School based community service
- Behaviour Tracker
- Behaviour Support Plan
- Referral to the Head Teacher
- Fixed term Suspension within school
- Intervention by our Family Support Team (1 to 1 or small group sessions, Behavioural Groups etc.)

For evidence of recurrent or persistent bullying:

- Long term removal from the playground at lunchtime and playtime
- Internal Suspension
- Exclusion from activities
- Referral to External Support Agencies (Youth Offending Team, CFCS etc)
- Fixed Term Suspension
- Permanent Suspension
- Referral to the Police

Parental Support

- Parents and carers should talk to their pupil about his/her school day.
- Parents and carers should encourage their pupils to talk about their feelings and express their emotions

- Parents must not approach other parents or pupils following a disclosure of bullying or “take the law into their own hands”.
- Pupils should be encouraged to look after each other and recognise the signs that someone might be a victim of bullying
- Adults should refrain from talking about their own prejudices in front of pupils or behaving in a discriminatory way towards others

Responsibility

Whilst all members of our school community, including staff, parents/carers, pupils and visitors to our schools are responsible for knowing and implementing this policy, it is primarily managed by the Head Teacher, Senior Leadership Team and Family Liaison Team, to whom all incidents, comments and suggestions should be referred.

This policy will be reviewed annually unless there are any changes within the school.