Leverton Primary School Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Anti-bullying

Children and young people have the right to learn in an atmosphere that is free from bullying, harassment and discrimination. Bullying is something we take very seriously and we want to work in partnership with parents / carers, young people and the wider community to tackle this issue.

The aims of this policy

- To ensure a consistent approach to bullying throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding the procedures in place.
- To include all members of the school community in the process of ensuring our school is a safe and happy environment.
- To provide a happy and secure learning environment and fair treatment for all children and staff.
- To ensure the safety and well-being of all children and staff.
- Listening to students views, opinions and concerns using year councils as discussion groups;
- Raising awareness of, and defining bullying.

Definition and Criteria of Bullying

Bullying occurs when an individual or group, either physically or emotionally, intimidates or demeans others. It is usually persistent and often hidden, it is a conscious attempt to hurt, threaten or frighten someone.

What Is Bullying?

There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children.

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

Relational Conflict vs. Bullying

The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:

- Happens occasionally

- Accidental

- Equal Power

- Remorseful

- Effort to solve problem

Bullying:

- Repeated hurtful behaviour

- Deliberate

- Imbalance of power

- No remorse

- No effort to solve problem

In 2008, after a period of consultation with schools and other partners, Essex County Council adopted the following definition of bullying.

"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless."

Types of Bullying

Bullying can take many forms and includes:

- Physical bullying - Examples of physical bullying include punching, kicking or hitting. It could also include damage to schoolwork or another person's belongings.

- Emotional bullying - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.

- Verbal - Verbal bullying will include name calling, put downs and may include sexual or racial comments.

- Prejudiced based bullying - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.

- Cyberbullying - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

Responding to Bullying

It is acknowledged that schools will wish to use a variety of approaches to resolve bullying issues in their schools. Essex County Council would encourage all schools to:

- ensure all staff are trained and feel confident to respond and effectively deal with all incidents of bullying

- have an up to date anti-bullying policy that addresses all forms of bullying and that clearly explains how they will prevent and respond to bullying issues within their school community

- encourage parents / carers and children to be involved in developing the anti-bullying policy and ensure that it is shared with all the school community.

- ensure that parents / carers and children know how to raise a concern about bullying and have a clear understanding how this will be responded to

- monitor the effectiveness of their anti-bullying policy

- provide strategies to support those that are both bullied and those who bully

Recognising Bullying

Children and young people maybe targeted for a variety of reasons that can include the following:
- perceived as different
- new to the school
- have special needs / disabilities
- come from different backgrounds
- may be young carers or children in care
- nervous or have low self esteem
- demonstrate entertaining reactions

Possible warning signs to look out for include children who display some of the following:
- concentrate less in class
- be reluctant to go out to play
- cling to adults in the playground
- begin hurting others for no apparent reason
- complain of hunger
- have unexplained injuries
- become withdrawn and distressed
- refuse to say what the problem is
- have possessions go missing regularly
- give unlikely excuses to explain any of the above

The Responsibilities of the School Community

Staff should:

- Implement procedures
- Listen to all parties involved in incidents
- Investigate incidents promptly and as fully as possible
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- Promote the use of a range of learning styles and strategies which challenge bullying
- Model the values we believe in
- Instruct children on peer to peer conduct and strategies
- Promote the use of interventions which may include the involvement of other adults e.g. learning Mentor

Curriculum

- During PSHE, RSE students are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues and online safety.
- Literature, Drama, visitors and assemblies are just four examples of places in the curriculum where bullying may be raised, discussed and explored.

- It may be appropriate to deliberately do some extra or specific work for whole groups in response to incidents at times.

Children should:

- Report all bullying incidents to staff. This may be about them or another child.
- Actively follow and promote positive behaviour at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues

Parents should:

- work with the school
- communicate to the school anything which may affect their child's behaviour
- communicate to the school any concerns they may have about bullying
- show courtesy and respect to all members of the school community
- If a child hasn't made an adult in school know but shares an incident with an ///
- provide a good role model

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff and management informed.
3. In serious cases parents of both parties should be informed and could be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped
6. Support will be given to help the bully (bullies) change their behaviour
7. If necessary, other adults e.g. Learning Mentor or external Family Counsellors / Support Workers could be involved.

Outcomes

1. The bully (bullies) may be asked to apologise.
2. Other appropriate consequences will take place.
3. In serious cases, suspension will be considered or implemented.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored.

Reviewed: October 2024

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