



# ANTI-BULLYING POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

# Document Change History

Version	Date	Change Details
1	February 2017	N/A
2	March 2019	Format Update, Policy Review
3	April 2021	No changes required
4	March 2022	Content review, no changes required.
5	September 2023	Content review, no changes required.
6	March 2024	Content review, no changes required

## 1. Introduction

This policy takes the 'Every Child Matters' agenda into account and links to other school policies. It should be read in conjunction with the whole school policy for 'Safeguarding Children' and is set within the wider context of the school's overall aims and values and our work as a National Healthy School. As a National Healthy School, we are committed to engaging with a whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.

*"Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It always reflects an imbalance and abuse of power.*

*Bullying behaviours are aggressive although they may not seem so."*

*Valerie Besag (1989)*

## 2. Statement of intent

We are committed to providing a happy, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We try to ensure that children know they can, and are expected to, express their feelings, with the knowledge that we will listen without prejudice. 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 efficiently.

## 3. What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim and is a persistent occurrence of one or more of the following:

- **Emotional** - being unfriendly, being excluded from discussions / activities with those they believe to be friends, tormenting (e.g. hiding books, threatening gestures).
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Verbal** - name calling, sarcasm, spreading rumours, teasing.
- **Cyber** - All areas of internet, such as email and chat room misuse, mobile phone threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities.
- **Indirect** - being left out, ignored or excluded from groups.
- **Specific, Specific Types of Bullying include:**
  - Bullying related to race, religion or culture
  - Bullying related to special educational needs (SEN) or disabilities
  - Bullying related to being gifted or talented
  - Bullying related to appearance or health conditions
  - Bullying related to sexual orientation
  - Bullying of young carers or looked – after children or otherwise related to home circumstances
  - Sexist or sexual bullying

## **4. Objectives**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **5. Recognising Reasons for why Children and Young People (CYP) may Bully**

The school recognises the fact that CYP may bully for a variety of reasons. Recognising why CYP bully, supports the school in identifying CYP who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some CYP may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

## **6. How do we deal with bullying in our school?**

If bullying is suspected we talk to the alleged victim, the suspected bully and any witnesses. Actions taken could include:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose.
- Informing the victim's parents / guardians.
- By offering continuing support when they feel they need it.
- Arranging for them to be escorted to and from the school premises, if required.
- By taking disciplinary steps against the bully (as described below) to prevent more bullying.

We also discipline, yet try to help the bullies using some or all of the following ways:

- By talking about what happened to discover why they became involved.
- Informing the bully's parents / guardians.
- By continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

## 7. Overall Procedures

1. Report bullying incidents to staff.
2. Staff to record all instances of alleged bullying
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. Strategies must be put in place to ensure the safety of the victim and to support both the victim and the bully. This could include the monitoring of playtimes, regular meetings with parents of bully/victim, separate playtimes/spaces for the children involved, internal exclusions from lessons/playtimes, mediation work between the children and families.
6. This stage of support may continue for a long period of time depending on the severity and frequency of the bullying.
7. An attempt will be made to help the bully / bullies change their behaviour. If such behaviour does not end over a sustained and monitored period of time, a short fixed period of exclusion (1 or 2 days) will be enforced. A further fixed period of exclusion (up to 5 days) will follow if bullying persists and in very extreme cases they will be recommended for permanent exclusion.
8. If necessary and appropriate, police will be consulted.

## 8. Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Ensuring that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including playground staff
- Providing a school council and regular circle time, enabling Children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports Children's emotional wellbeing.
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites
- Linking with other schools in a local school partnership and with local authority strategies

Helpful websites:

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

