



## Anti-Bullying Policy

### Statement

Our school has a written anti-bullying policy to demonstrate to all children, parents and staff that bullying, either physical or verbal, is not tolerated in school. This is not to say that bullying does not occur in this Academy. On the contrary, this policy outlines our policy and procedures. It defines what bullying is, gives guidance on how to identify bullying and guidance to parents, carers and staff on how we can support children and this policy. Moreover, everyone will be expected to ensure that bullying does not happen and will have a responsibility to tell.

(Children, staff, parents, carers and governors have been involved in the formulation of this policy).

### Definitions – What is bullying?

A child is bullied when one or more children expose him or her repeatedly and over time to deliberate physical, verbal or emotional abuse (including online/cyber bullying). The attacks or assaults need not necessarily be direct, but may take a less visible and indirect form such as social isolation and exclusion from the group.

#### Important note-

It is important to note that children do engage in 'rough and tumble' type play. Children and parents need to realise that bullying only occurs when actions and words are wilful and intentional. On occasions where children have been hurt when playing will need to be dealt with by staff on duty. The children will need reminders of how to play more safely, being more careful of one another.

Bullying may take many forms but three main types are:

- ◆ PHYSICAL – hitting, kicking, using gestures, taking, hiding or deliberately damaging belongings.
- ◆ VERBAL – name calling, insulting, making racist, homophobic, transgender or other deliberately hurtful remarks.
- ◆ INDIRECT – spreading unpleasant stories about someone or excluding someone from social groups, in order to intimidate, using the internet or text messages to deliberately make hurtful remarks (cyberbullying).
- ◆ ENCOURAGING OTHER PEOPLE TO ENGAGE in any of these types of behaviour is also bullying, even if the person does not directly do any of the bullying himself or herself. In fact, in some ways it is even worse because it has a bad effect on the people that are persuaded to engage in these activities, as well as on the victim.

### Identifying bullies

One way of identifying bullies is through observing the way they act when they have caused emotional or physical pain. The normal reaction is to admit guilt immediately, then try to make up for it. Usually people feel genuine remorse and will apologise. However, bullies have difficulty in accepting that they have done something wrong. They suppress their natural guilt and, because they often do not feel remorse, have no hesitation in repeating the hurtful action.



All bullying is damaging to those who experience it and to those who perpetrate it. Recent studies suggest that the consequences of bullying can last for many years and in extreme cases can undermine a person's confidence for life. At Lowbrook we find all behaviour of this sort unacceptable and will do our best to prevent it through ensuring that all in the school are well aware of how dangerous and damaging it is. We reward caring and considerate behaviour, and support all victims of bullying by taking firm action against those who are responsible for bullying.

### **Principles**

Every pupil in school has the right to enjoy learning, free from intimidation, both in school and the surrounding community. Our school community will not tolerate bullying behaviour of any kind including unkind actions or remarks, verbal taunting, online abuse and exclusion from groups.

This ethos is communicated throughout the school by the attitudes of all members of the school community and throughout the Behaviour Policy & Personal and Social Education programmes, now referred to as Citizenship and Ethics. The school has a zero tolerance to abuse as defined in our safeguarding policy. Where bullying behaviour is identified as Abuse then the safeguarding policy will be evoked along with the school's behaviour policy.

### **Aims**

1. To create a caring community where no pupil needs to fear intimidation by promoting an open listening ethos and encouraging pupils to support one another by reporting all instances of bullying.
2. To be aware of the quantity and particular nature of bullying that takes place in our school.
3. To effect all changes of the school community which may be necessary to negate bullying.

What are the possible signs of bullying?

Children may:

- ◆ Be frightened of walking to or from school
- ◆ Be unwilling to go to school
- ◆ Beg a parent to drive them to school
- ◆ Begin doing poorly in their school work
- ◆ Come home regularly with books or clothes damaged
- ◆ Become withdrawn, start stammering
- ◆ Become distressed, stop eating
- ◆ Cry themselves to sleep
- ◆ Have nightmares
- ◆ Have unexplained bruises, scratches, cuts
- ◆ Have their possessions 'go missing'
- ◆ Refuse to say what's wrong
- ◆ Constantly complain of headaches, tummy aches or seem anxious
- ◆ Give improbable excuses to explain any of the afore mentioned
- ◆ Retreats from third bodies such as parents.

## Procedure for Investigating Alleged Incidents of Bullying

Pupils should be encouraged to approach a member of staff if they are being bullied. They should understand that:

- ◆ It will be taken seriously
  - ◆ It will be investigated and appropriate action taken
1. Reports of bullying will be investigated and dealt with by teachers. A record of all allegations will be kept in the **Significant Observation** section of the relevant class teacher's assessment file. A record of proven bullying will be noted in the Behaviour Log and action taken. The Log is kept in the Principal's room and monitored by the SLT at every meeting.
  2. In any alleged incident of bullying, the class teacher, possibly accompanied by another member of staff, will speak separately to the pupils involved and will make written notes of details given in an attempt to get both sides of the story. Children may be asked to write or draw their account of the incident.
  3. Should more than one person be involved, each child will be interviewed individually and then the group will meet with the teacher. Each member of the group will again be asked for his/her account of what happened to ensure that everyone is clear what everyone else said.
  4. If it is concluded that a pupil has been engaged in bullying behaviour it will be made clear to him/her that he/she is in breach of our school rules. The teacher, Principal or member of the SLT will arrange to speak to the parent/carer of the child. The purpose of this meeting will be to resolve the bullying issue with a clear view of ceasing its re-occurrence.
  - 5 Intervention:
    - a. Clear expectations will be set that bullying will never be ignored or tolerated.
    - b. Everyone should know what will happen if bullying should continue (please refer to consequences and the schools behaviour policy).
    - c. The child who has been bullying may need to have a time-out to calm down.
    - d. The victims should be reassured and appropriately counselled.
    - e. The bully should apologise to the victim (restorative justice approach).
    - f. Ways should be found for the bully to atone for their wrong doings (restorative justice approach).
    - g. Sanctions should be applied if/as appropriate.
  6. Opportunities should be taken to change the bully's behaviour. (See ideas page in Appendix B)
  7. A follow up meeting (informal) will take place (within two weeks) with the bully and the victim separately; to ensure there is no further bullying.
  8. A group of friends will be asked to help make sure that the bullied child feels more secure at school. This may be done without the children knowing.



## **The Role of Parents and Carers**

Parents of victims and parents of bullies will be informed so they will be in a position to help and support their children.

The parents will be encourage their child to report any incident immediately to a member of staff.

What can parents do to help the bullied?

- Take a sensible approach.
- Listen and investigate. Try to find out the full story from their child.
- The child should be told that he/she is undoubtedly not the only victim and that there is nothing wrong with him/her.
- Every opportunity should be taken to enhance their self-esteem.
- Bullied children should not be encouraged to hit back.
- The parent should encourage their child to report the incident immediately.
- Children must be encouraged to tell their parents.
- The child or parent must tell the class teacher or appropriate member of staff.
- The parent should seek the assistance of the school when dealing with bullying and not deal with it directly themselves.

Teachers will work to educate children on the difference between “telling tales” and telling on bullies. Children, especially the younger ones, do not always understand this. This is done through daily discussions, circle times and through the Domain of Citizenship and Ethics. We aim to teach children how to be resilient and make appropriate decisions during play with friendship and peer groups. If their children see bullying, the parents should encourage them to tell. By telling they are helping the victim and the bully.

What parents can do to help the bully?

While it is distressing for most parents to discover that their child is the victim of bullying, it can be equally upsetting for the parents to learn that their child has been involved in bullying.

- The bully is usually an insecure person and will need help.
- Communication should take place between parents/carers, teachers and the child who is bullying.
- A monitoring procedure should be set up to ensure that the bullying incidents have stopped and to keep everyone informed. This will vary according to age and situation but is always monitored by the SLT.
- The child who is bullying will learn that he/she need no longer to be a bully.

## **The Role of Staff**

Classroom staff and support staff

- ◆ Note changes in friendship groups (Significant Observation Form)
- ◆ Observe closely the socialism of new pupils (Significant Observation Form) and, where necessary, At Risk Form.
- ◆ Check on patterns of attendance, lateness and sickness in school
- ◆ Be mindful when choosing groups or working pairs



- ◆ Explain importance to children of telling them of any problems
- ◆ Record incidents in Class Assessment Folder (Significant Observation Form) or Behaviour log.
- ◆ May need to report the incident to Head of School or Executive Principal.
- ◆ Listen to children when they talk about problems
- ◆ All support staff must seek the intervention of a teacher in the case of bullying.

#### Staff at playtime

- ◆ Patrol areas – especially those not directly observable (side of Pavilion, Hobbit Hole and running track through the woods).
- ◆ Note isolated pupils and discuss with teachers.
- ◆ Observe and act on inappropriate behaviour of pupils in playground
- ◆ Report concerns to children's class teachers

#### Key Stage Leaders

- ◆ Act on parents' suspicions
- ◆ Record incidents reported by teachers, support staff, lunch staff, parents, and pupils in Behaviour Log.
- ◆ Arrange support for both victims of bullies
- ◆ Discuss with staff suitable sanctions
- ◆ Inform the class teacher of any decisions made after the investigation has taken place.
- ◆ Report to SLT

#### The Role of all Pupils

- ◆ Remember our School Rules and Class Rules. Children must know what these are.
- ◆ Care for each other and report any incidents of unkind behaviour or verbal abuse to any adult in the school.
- ◆ Support the child who is the recipient of hurtful behaviour. BE A GOOD FRIEND. Remember it could be you.
- ◆ Think before you say unkind words and be aware of how your behaviour may be viewed by others.
- ◆ Never touch another pupil in an aggressive manner.
- ◆ Do not leave other children out of social activity. Make an effort to involve everyone whenever possible.
- ◆ Stop, Think, Choose....STC
- ◆ Help those that bully to change their behaviour.

#### Sanctions

Sanctions for bullying will remain at the discretion of staff members and ultimately the Executive Principal. There will be a uniform but flexible approach to the decisions which will usually involve up to three members of staff e.g. class teacher or teacher approached, Head of School or Executive Principal. All factors will be considered including the nature of the incident and any previous involvement in similar offensive acts. It is to be emphasised that whilst sanctions will be seriously imposed, at times counselling for the child who has been a bully will also be an appropriate response. The behaviour policy will be applied and where necessary the school's exclusion guidance will be used.



### Links with other Policies

This document is not a discrete policy, but must be seen as part of other policies concerned with behaviour and the personal and social education of pupils e.g. Behaviour policy, Exclusions Guidance and Child Protection Procedures. As such, it concerns all members of staff within the school. If the form of Bullying meets the definition of abuse within the schools Safeguarding policy then the schools DSL will evoke the procedures within the policy. All staff are inducted into school with this policy. It is maintained in the Principal's office

---

Signed:

Chair of Governors

Signed:

Principal

**Appendix A**

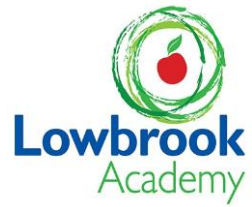
**The child who bullies**

Some causes of bullying

1. Layout and ethos of school
2. Attitude of staff
3. Temperament of child : aggressive, active, quick tempered, jealous
4. Influence of family
  - a. negative attitude of primary carer
    - lack of warmth
    - lack of involvement
    - favouring another sibling
  - b. power assertive child-rearing methods
    - physical punishment
    - violent/ emotional
    - outbursts
  - c. 'anything goes' family
    - spoilt child
    - child gets his/her own way
    - no discipline or limits
    - free use and unmonitored or supervised online use

Ways to change the bully's behaviour:

1. Give clear guidelines as to the expectations of future behaviour.
2. The child has to admit that what they have done is wrong. They need to take responsibility for their actions.
3. They need to apologise to the victim and try to make up in some way for what they have done.
4. Discuss the next steps and set realistic goals that are attainable.
5. If the child has low self- esteem you need to work on improving their self- image. Give them extra responsibilities or/and plenty of praise and encouragement when they behave well or complete tasks successfully.
6. If the child is active, boisterous or quick tempered you need to divert their excess energy into useful activities especially physical tasks.



## Anti-Bullying Policy

### Appendix B

#### Positive ways to help the victim

1. Encourage them to talk about their feelings (1:1, Groups, Circle Time).
2. Eliminate obvious causes of bullying (smell, runny nose)
3. Build up low self –esteem. Possibly use assertive exercises.
4. Teach them how to cope with minor teasing.
5. Help them make a list of what to say.
6. Act out (role-play) ways to cope.
7. Practise shouting ‘No’ really confidently, maybe use a mirror.
8. Write about feelings to eliminate tension.
9. Useful book: ‘How to stop bullying’ by M. Elliott and J. Kilpatrick