



Lawn  
Primary  
School

# ANTI – BULLYING POLICY

Lawn Primary School, Norbury Close, Allestree, Derby DE22 2QR  
e-mail: [admin@lawn.derby.sch.uk](mailto:admin@lawn.derby.sch.uk) website: [www.lawn.derby.sch.uk](http://www.lawn.derby.sch.uk)

Tel: Derby (01332) 550178

Headteacher: Mrs S Allison

Author: Mrs D Hallam

Approved by the Governing Body on: .....

Signed: .....

Date of Next Review: November 2018

Amendments: This policy has significant changes and requires full review.

## **Lawn Primary School – Anti-Bullying Policy**

### **Introduction**

The control and management of bullying is important for all schools.

This document sets out the school's policy in relation to the issue of bullying. It reflects a belief that bullying is not acceptable under any circumstances (zero tolerance) and that it is best prevented through the development of a school ethos based on mutual respect, fairness and equality. It acknowledges that bullying behaviour is problematic for the victim and the perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive.

The principle of children having the right to an education free from harassment and degradation is embodied in the Human Rights Act 1998.

### **Principles**

All children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form; for example differences of race, religion, gender, sexual orientation and ability are absolutely repudiated as reasons for bullying. Bullying behaviour is a problem for both the bully and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for the bully and the victim alike. Effective management of bullying is a shared responsibility and strategies should involve school staff, parents/carers and other professionals involved with children who are victims or perpetrators of bullying behaviour. It is important to invest time and resources in the prevention and management of bullying and staff require advice, training and support to manage it with confidence.

### **Aims**

- To fulfil the School's statutory responsibility to respect the rights of children and to safeguard and promote welfare
- To clarify the School's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers the School's zero tolerance attitude towards bullying behaviour.
- To eliminate intimidating behaviour and promote a school ethos in which each pupil is safe and able to realise her/his full potential.
- To address the problem of bullying and to bring it under control through implementation of whole-school policy procedures.
- To reassure parents and carers that the School takes their children's welfare seriously and that they are being educated in a safe and secure environment.

## Objectives

- To develop and implement an anti-bullying policy based on a consistently implemented whole school approach.
- To raise awareness among staff, parents/carers and pupils about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.
- To be proactive in the prevention of bullying.
- To make pupils, parents/carers and staff aware of the steps to take when an incident of bullying has occurred.
- To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.
- To clarify the extent of the problem and ensure the School allocates a proportionate amount of time and energy to bringing it under control.
- To address with bullies, their problematic behaviour in fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour.

## Definition

**What is bullying?** Bullying is behaviour by an individual or a 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 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 children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case (Source: DFE: Preventing and tackling bullying: Advice for Heads, staff and Governors)

### **Identification of bullying and victims of bullying**

All governors, staff and children will receive training to ensure that we have a consistent approach to identifying bullying. Factors all will need to consider in establishing whether bullying is taking place will include whether:

- Hurt has been deliberately/knowingly caused either physically, emotionally or by being racist in nature.
- It is a repeated incident or experience e.g. multiple incidents/ cyber-bullying or the involvement of a group.
- It involves a balance of power so that:
  - the target feels that he/she cannot defend himself/herself or
  - the perpetrator(s) exploit his/her or their power (size, age popularity, coolness, abusive language, labelling/ name calling, etc)

### **All three of the above need to be identified in order to establish bullying**

The following are not considered to be bullying:

- it is the first hurtful incident between those children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- A falling out between friends after a quarrel, disagreement or misunderstanding
- A conflict has got out of hand (should not happen again)
- Activities that all parties have consented to and enjoyed (check for subtle coercion) but that have got out of hand or have triggered parental concern

## Prevention

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the School's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with pupils at a number of levels including:

- Lawn Primary School staff work hard at developing the knowledge, understanding and skills to enable children to **'tell'** about bullying behaviours, therefore we deem ourselves to be a **'telling school'**. Children will be facilitated to discuss their concerns not only as victims but, crucially to the success of this, as bystanders or witnesses. Even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. These witnesses need to be aware that they will be safe from bullying themselves. It's a deterrent because the bully knows that he/she won't get away with it. Bystanders are the key to resolving bullying. *Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and to them also. They need to feel secure in that their feelings will be respected and that the bullying should come to an end.*
- Members of the school council and 'buddies' know that they may be approached with reports of bullying behaviour and that they should pass these directly to a member of staff. This is discussed with the School Council members once elected and Buddies once they have been chosen at the beginning of the year.
- At whole school level – through assemblies when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. At classroom level – during circle time, PHSE and Citizenship and British values and Lawn Values.
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance. Looked After Children are particularly vulnerable, so these children will be monitored carefully and a member of staff will be identified for the pupils to talk to if they are having problems and support the building of their resilience.
- Restorative Justice is one of the strategies that make up the whole of our response to bullying. Children (who have bullied) will be expected to go beyond an apology – they will need to write a letter (age appropriate – supported with a scribe as appropriate) which states that they recognise how the bullying made their victim feel. It should also state that they will cease the bullying act and that they will not hold any grudge.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents. As a result of their difficult life experiences prior to coming into care, Looked After Children may also display bullying behaviour and need support to address these issues.
- The School recognises that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements (such as being taken to the Hub will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond

positively, take the expression of concern seriously and ensure that the matter is fully investigated.

- Parents/carers who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents/carers believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

### **Reporting bullying behaviour and procedures for dealing with complaints/allegations**

All complaints/allegations will be taken seriously, addressed and feedback provided within a mutually agreed timescale.

#### **Reporting Incidents**

Once bullying has been established under the 'identification of bullying' procedure, a pupil, pupils' peers, staff or parents can report incidents of bullying behaviour in the following ways:

- Tell an adult in the school – class teacher, Head Teacher, support staff, a governor, other member of staff
- Tell a friend who will then inform an adult in the school
- Tell parents who will then inform the school
- Parents can report incidents of bullying behaviour by reporting it to the class teacher.

#### **Recording Incidents**

- When an incident is reported, staff record the incident on CPOMS in the "bullying" category.
- Reports from CPOMS are monitored daily by the all members of the SLT and all safeguarding leads.
- Compile an annual record of bullying incidents which is returned to the Local Authority at the end of every academic year.
- Ensure that an annual analysis of the bullying record is undertaken by the school including members of the Senior Leadership Team and the Governing Body.

#### **Intervention Procedures**

Whenever a pupil feels bullied, victimised, distressed or "got at" by others, intervention procedures will be instigated promptly using a focused approach as follows:

- Mediation intervention including the person who is on the receiving end of the bullying behaviour, the person displaying bullying behaviour and any bystanders
- Circle Time
- Identified time with the Learning Mentor and the use of the Hub

- A child may be assigned to look after a child on the receiving end of bullying behaviour, or encourage good behaviour from a child displaying bullying behaviour
- Whole school assembly – promoting and encouraging a positive ethos, discussing whole school values and linking to any incidents (if they arise)
- Consequences linked to our Behaviour Policy e.g. loss of break time to write a letter of apology, loss of golden time. Parents are not generally contacted over every issue, but should inappropriate behaviour continue after intervention strategies have failed to impact, then contact will be made.

### **Roles and Responsibilities**

- Preventing and responding to bullying behaviour is the responsibility of all members of our school community – pupils, staff, parents, support agencies and governors.
- The Head Teacher and Deputy Head Teacher are responsible for managing and coordinating anti-bullying procedures. This includes the maintenance and development of staff knowledge and skills by providing access to appropriate training courses, materials and resources.
- An awareness of the “Keeping Children safe in Education” document

### **Equal Opportunities and Additional Support Needs**

This policy with other related policies ensures that inclusion, equality for all and sensitivity towards the needs and values of particular individuals is an integral part of all our procedures and dealings with pupils displaying bullying behaviour and their victims. The circumstances and needs of the individual will be taken into account when deciding on the approach to be adopted in resolving incidents.

### **Parental Involvement**

The School is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

The School recognises the important influence which parents/carers have on their children and would wish, to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents/carers and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents/carers informed.

### **What does the law say?**

#### **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.
- It gives Head Teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

### **The Equality Act 2010**

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; and
- 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 Act.

The Act also makes it unlawful for the responsible body of a 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. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

### **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, schools 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 Malicious Communications Act 2003, and the Public Order Act 1986.

If 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 school premises**

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 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 school staff (this legislation does not apply to independent schools). 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 a town or village centre.

Where bullying outside school is reported to school staff, it should 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.

### **Monitoring Arrangements**

This policy will be evaluated and updated where necessary bi-annually.

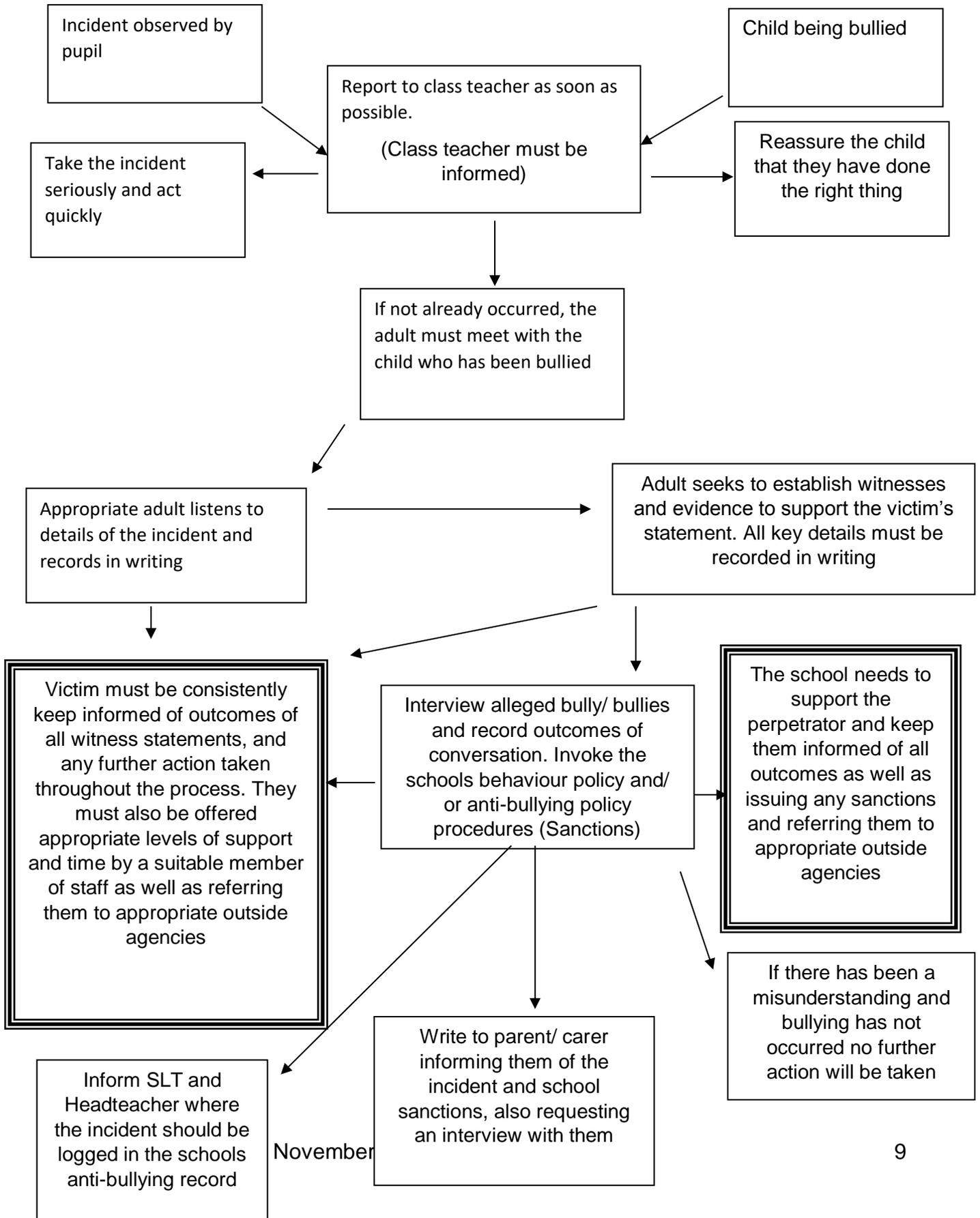
The Senior Leadership Team and Governors will, on an annual basis, analyse the schools anti-bullying data, identify trends and evaluate effectiveness of anti-bullying strategies.

### **Sources of further information support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<b>Name of Organisation</b>	<b>Telephone Number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>

**Appendices**  
**Appendix 1**  
**Anti-Bullying Immediate Response Chart**



## Appendix 2

### School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_ School name \_\_\_\_\_

Date of incident \_\_\_\_\_ Time of incident \_\_\_\_\_

Ethnic origin of victim \_\_\_\_\_ Ethnic origin of perpetrator \_\_\_\_\_

Male  Female

Male  Female

#### Indicate type of incident – please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other - please state		Other -please state	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other - please state	
Taking possessions/money			
Other -please state			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance  Disability  Home circumstances

Gender  Race/ethnic origin  Medical condition

Religion  Sexuality

#### Brief description of incident

**Action taken**

Did the incident lead to the perpetrator(s) being excluded?    yes/no

Have you had contact with the victim's parent/carer?            yes/no

Have you had contact with the perpetrator's parent/carer?    yes/no

Have you reported this incident to any other agencies?        yes/no  
If 'yes' which agencies?

---

---

Signed \_\_\_\_\_

Designation\_\_\_\_\_

**Return to the Headteacher**