



ANTI-BULLYING | Lawdale Junior School

Anti-Bullying Policy

Lawdale Junior School

October 2024

Rationale

Lawdale Junior school is a place where the UN Convention on the Rights of the child

(the CRC) is actively upheld.

The CRC consists of 54 articles. A 'child' is defined as every human being below the age of 18. The key provisions are:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

Everyone at Lawdale Junior School has the right to feel welcome, secure and happy. If the school is a bully free environment then all members of the school community will be able to achieve their maximum potential. Bullying of any sort prevents the school from raising standards that we all strive for and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos and the CRC.

Lawdale Junior School is a 2 form entry school with the majority of its pupils coming from a Bangladeshi background. There are a wide variety of other ethnic groups in the school including Somali, Turkish and White British.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and seek to understand the motivations of those who bully. We aim to train adults to help build an anti-bullying ethos in the school.

Our policy aims to involve all members of our school community, this includes children, parents, staff and the governing body in creating a happy, friendly, safe and fair working partnership to eliminate bullying and unacceptable behaviour.

This policy is reviewed annually with all staff and is publicised again during anti-bullying week.

What Is Bullying?

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Definition

Bullying is defined as:

behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumors, teasing
- **Cyber bullying – hurtful texts/emails, improper use of social networking sites.**

A victim of bullying is:

- An individual or group who suffer in any way as a direct result of intentional and persistent harassment and or victimisations by another individual or group.

A bully is:

- A person or group who deliberately and willfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and to understand the consequences of their actions.

Schools have a responsibility to respond promptly and effectively to issues of bullying. All staff, pupils and visitors have a responsibility to do everything possible to report any bullying witnessed.

Objectives of this Policy

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- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and 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.
- Adhere to the school's Behaviour Policy to model positive behaviours and consistently apply the school's agreed way of working.
- As a school we take bullying seriously. Pupils, parents and adults should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Safeguarding children

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- ignoring or excluding from a friendship group
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Actions to Tackle Bullying

Prevention is better than cure so at Lawdale Junior School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behavior through the use of the Jigsaw Scheme of work.

Procedures

If you are bullied in any way tell someone.

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached (this includes dinner ladies, TA's, Mid-Day Meal supervisors and any adult who works with the children).
2. A clear account of the incident will be recorded and given to the Headteacher.
3. The Headteacher will interview all concerned and record the incident ensuring all incidents are dealt with promptly. (Confidentiality is crucial at this stage, especially if the victim is afraid). If the head teacher is absent, the next most senior member of staff on the premises should be informed. An incident log will be sent to the LA highlighting the form of bullying that took place.
4. Class Teachers and the Learning Mentor will be informed and if it persists the Class Teacher or Learning Mentor will advise the Headteacher.
5. Parents will be kept informed
6. Punitive measures will be used as appropriate and in consultation with all parties concerned.

The procedures above will be followed for all types of bullying eg. Homophobic, racist and gender

Pupils

Pupils who have been bullied will be supported by:

Offering an opportunity to discuss, write and or draw the experience discreetly (preferably on the day the experience happened).

Reassuring the pupil

Offering continuous support

Restoring self-esteem and confidence

Counseling service, if necessary

Work with the learning mentor if necessary

Allocated targeted workers to watch child in the playground/ locations where bullying has occurred.

Peer buddy system set up

Child helpline numbers are displayed around the school to support pupils who may not inform anyone that they are being bullied.

Pupils who have bullied will be helped by:

Discussing, write and or draw what happened

Investigate whether or not the bully is a victim of bullying themselves.

Discovering why the people became involved establishing the wrong doing and need to change

Informing parents to help change the attitude of the pupil

Counseling service, if necessary

Work with Learning mentor to establish friendship groups and learn social skills

Outcomes

See Behaviour Policy for Sanctions and Actions

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Upon discovery of an incident of bullying, we will discuss with the children the issues

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appropriate to the incident and to their age and level of understanding. The procedure above will be followed for all types of bullying whether homophobic, racist, gender / sexist bullying etc.

If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

Children and families will be offered additional support during periods of transition and other available services may be offered to vulnerable children or groups.

The school has a counselor, teaching mentor and home- school support workers who can offer additional support to pupils and families.

Monitoring

The Headteacher will monitor the policy on a regular basis this monitoring will show if the policy is truly effective. **Records of incidents of bullying are logged and progress of all children involved monitored closely. Records are kept in the behaviour log in the time out room. The monitoring will occur weekly. The Learning Mentor will also assist with the monitoring.**

The headteacher will inform all staff of children involved in serious incidents such as bullying using **CPOMs** so that all staff can monitor the children involved, especially staff on duty at lunchtime and playtimes.

Pupil surveys will be conducted every half term and the results checked by teachers and the learning mentor.

Evaluation

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Records are constantly analysed for patterns for example where the incidents of bullying occur and the people or groups involved. The information collected from monitoring, policy feedback and from pupil surveys is used to review and update the school's anti-bullying approach. A termly report to governors, parents and staff will be produced.

Parental Involvement

The parents of bullies and their victims will be informed of serious and persistent incidents and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Where necessary we have and will call on outside resources such as the Behaviour Support Service, to assist us tackle serious issues. Parents and pupils will be provided with contact details for organisations such as Childline through newsletters to support pupils who do not tell.

Complaints

If parents / carers have a complaint against the staff in the way they have dealt with a bullying incident they will be given a full copy of the anti-bullying policy and the school will attempt to resolve the complaint. If the school fails to resolve the complaint with parents we will provide parents with a copy of the complaints procedure and the headteacher will explain how to use it.

Prevention

The following are methods for helping children to prevent bullying. As and when appropriate, these may include:

- Weekly lessons from the JIGSAW PSHE scheme of work
- writing a set of school rules
- **Classroom Charter of Rights**
- Anonymous box in classroom for the children to communicate with the teacher, privately or anonymously -
- Rights Respecting Ambassadors discussions with RRS Lead.

- curriculum links
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- whole school Drama experiences on the theme of Anti-Bullying.
- having anti-bullying books in the library
- Speaking and listening skills that enable the children to feel safe to communicate on issues that are difficult.
- Whole school awareness, constant promotion of policies and practice to all staff, parents, governors and pupils.
- Assemblies
- "Handbook on how to deal with bullies" made by pupils
- Surveys of all pupils re. the extent of bullying are carried out every half term
- Anti-bullying posters displayed around the school (Friendship Posters - how to be a good friend)
- Anti-bullying (friendship) poster competitions or designing of whole school displays.

We are working closely with THEWs who are working with groups to support social and emotional wellbeing.

The school also participates in the National Anti-bullying week (Friendship Week) to highlight issues around bullying and to teach pupils how to respond to bullying if it ever happens to them.

Bullying Outside School and Cyber-Bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school eg. When on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However 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.

At Lawdale the issue of cyber-bullying is explicitly tackled during the beginning of ICT taught session looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DfE outlines the specific statutory power, held by headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on

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school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyber-bullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for headteachers, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	020 7713 0089
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	020 7730 3300
Parentline Plus	0800 02802233
Youth Access	020 8772 9900
Childline	0800 1111
National Bullying Helpline	0845 225 5787

Important relevant documents

JIGSAW Materials - Celebrating Difference

Preventing and tackling bullying - DfE July 2017 (no updates 2024)

Summary

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This document has therefore been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy.

It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face

The Equality Act 2010

Who is this advice for?

This advice is for school leaders, school staff and governing bodies in maintained schools and academies but may also be useful for local authorities and parents.

Key points

- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Schools that were already complying with previous equality legislation should not find major differences in what they need to do.

Please refer to The Equality Act 2010 for further details.

ChildLine

ChildLine is a free, 24-hour helpline for children and young people in the UK.

National Helpline: 0800 1111 www.childline.org

Other related school documents

Behaviour Policy

Equality Act 2010

Incident Report Form

RSE policy

Anti Bullying - What to do

What should I do if I'm being bullied?

What should I do if I know someone else is being bullied?

Tell someone!

Tell an adult!

Tell a friend!

Tell your family!

Ring Childline

What will happen then?

As soon as a grown up knows about it they will:

- Listen to you and find out all about it,
- Write it all down,
- Listen to other children and find out their story and why they are doing it,
- Help you both to sort it out and make sure the bully stops doing it,
- Talk to your parents too, so they know about it and can help you to feel better

Children who bully other children will:

- Have their names written in the bullying log,
- Be excluded from the playground or even from the classroom.
- Have to apologise,
- Have to explain what they have done to their parents.

If they do it again

- Their parents will have to come to school for an interview,
- They will lose more of their playtimes,
- They may even be excluded from school.