



Lyme Community Primary School

Anti-Bullying Policy



Bullying: our school's values and beliefs

At Lyme we are committed to providing a caring, friendly, safe and inclusive environment for all of our pupils so they can learn in a relaxed and secure atmosphere. In addition to this, we create a positive school ethos which celebrates success.

Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. At Lyme Community Primary School we endeavour to promote good citizenship and make it clear that bullying is anti-social and contrary to our ethos. It is **wrong** and **will not be tolerated**.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell someone.

Legal/National Requirements

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- The Prevent Duty June 2015
- Keeping Children Safe in Education 2016

Equality Act 2010

This policy reflects the school's general and specific duties, as detailed in:

- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Race -The definition of race includes colour, nationality and ethnic or national origins.

Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils

Segregating pupils by race or ethnicity

Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general Equality Duty and the specific duties.

Religion or belief

The Equality Act defines 'religion' as being any religion, and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

Copies of this policy will be made available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, British Sign Language, Braille, etc.)

Our definition of bullying

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences, or perceived differences.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time (STOP – several times on purpose)
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

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 rumours, teasing
CYBER	all areas of internet, such as e-mail and internet chat room misuse AND: mobile threats by text messaging, sexting and calls and misuse of associated technology i.e. camera and video facilities
INDIRECT	spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Hate crimes
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

All members of the school staff should be alert to the possibility of signs of bullying. It is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying can affect anyone in school and as such is a serious matter; bullying may cause physical or psychological damage (and in some cases suicide) and could in some cases lead to contravention of law.

It is also true that staff may be subject to bullying from pupils and staff are responsible for bringing this to the attention of their line-manager. Equally it is true that staff may be subject to bullying from other staff and this is covered in the school's Whistleblowing Policy and Staff Grievance Procedure. These behaviours will not be accepted or condoned. All forms of bullying will be addressed.

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.

Schools have a responsibility to respond promptly and effectively to issues of bullying. At Lyme we are committed to early identification of bullying and prompt, collective action to deal with it.

Signs and Symptoms

A child may indicate by signs or behaviour that they are 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
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- 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 which are damaged or go missing
- Asks for money or starts stealing money, (to pay bully)
- Has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Comes home hungry, (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses if any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

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

CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

Bullying will not be tolerated at Lyme and we make this clear in the information we give to pupils and parents when they join our school.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

As and when appropriate, learning activities may include:

- Writing a set of school rules
- 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 in an assembly.
- Making up role-plays
- Having discussions about bullying and why it matters.
- Openly discussing differences between people that could motivate bullying.
- Using www.kidscape.org.uk (Kidscape is the first charity in the UK established specifically to prevent bullying.)

Other Strategies

- Our Children's Behaviour Charter is displayed around the school to remind pupils of their rights and responsibilities.
- We publish our anti-bullying policy on the school web-site.
- Posters around school will tell pupils what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help.
- Our Student Council offers a forum in which concerns about bullying can be discussed on a regular basis.
- We provide written guidance for students in an Anti-bullying leaflet about what to do if they or a friend are being bullied at school.
- We ask pupils whether they feel safe in school and we will try to eliminate any issues which they report to us.
- We provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

Procedures

There is no single solution to bullying which will suit all schools. At Lyme our procedure is as follows:

- Report bullying incidents to staff. The nature and level of support needed will depend on the individual circumstances and the level of need. This can range from a quiet word from a member of staff through to arranging sessions with our Learning Mentor; providing counselling or, in more serious cases, referring to the Local Authority Behaviour Improvement Team, completing an EHAT (Early Help Assessment Tool) or referral to CAMHS (Child and Adolescent Mental Health Services).
- In cases of serious bullying, the incidents will be reported by staff. Parents will be informed and will be asked to come in to a meeting to discuss the problem. If necessary and appropriate, police will be consulted. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. An attempt will be made to help the bully/bullies change their behaviour, which may result in the child needing support themselves. It is important that disciplinary measures are applied fairly, consistently and reasonably.
- In all cases notes should be taken to document events, taking into consideration the views of all involved. Children should be told what is being recorded, in what context and why.
(Appendix 1: Recording Form)
- Incidents of bullying are reported to Governors as a standing item in the Headteacher's Report.
- Racist or homophobic incidents of bullying are reported to the L.A. using the appropriate form.

Outcomes

Actions will be in line with our behaviour policy, and may include:

<ul style="list-style-type: none">• Explanation why the inappropriate behaviour is unacceptable• Reparation of damaged relationships• Restorative Approaches• Time away from an activity• Meeting with staff, parent and child• Missing another activity	<ul style="list-style-type: none">• Formal letter home from the Headteacher expressing concerns• Time out from the classroom• Pastoral support plan• Fixed term exclusion• Permanent exclusion
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Whenever possible, the pupils will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.

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 follow the procedures detailed in our Child Protection & Safeguarding Policy. 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.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises, such as at another school or on public transport, outside the local shops, or in a town 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.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The role of Parents/Carers

As a school we know the importance of a consistent approach between school and home, especially when addressing issues of bullying. Home/School Agreements are signed every year reinforcing this partnership. We encourage parents to support e-safety at home and inform them of the risks associated with technology.

Concerns, Complaints ... and Compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure (on website) a copy of which may be obtained from the school office.

We would also be pleased to receive compliments – feedback from parents when things have gone well.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Ratified by Governors: March 2017

Review: March 2018

Appendix 1: Recording Form

Form E – Bullying/Harassment - LA Incident Recording Form

In the event of an incident and to comply with the requirements on schools, as set out in the Education and Inspections Act 2006 Section 21(5), please complete and return to:

Healthy Schools Team, Achievement & Inclusion Division, Atlas House, Corporation Street,
St. Helens WA9 1LD

Name of School:	Lyme Community Primary School
Date reported:	
Date of Incident:	
Gender of victim: Male/Female (please circle)	Gender of perpetrator: Male/Female (please circle)

Details of incident (tick as appropriate):

Disability incident

Homophobic incident

Racist incident

Faith incident

Sexist incident

Other _____

(Bold – denotes a duty placed on education providers as set in the Equality Act 2010)

Bullying behaviours involved (tick as appropriate):

Physical behaviour

Spreading nasty rumours

Threats

Text message bullying

Taking belongings

Mobile phone calls

Extortion

Picture/video via mobiles

Causing damage to property

E-mail bullying

Name-calling

Websites/Social Networks

Taunting

Chat-rooms

Verbal abuse

Graffiti

Sending notes

Twitter

Location of Incident (tick as appropriate):

Classroom

Dining environment

On journeys to and from school

Home

Playing fields

Occurred outside school

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident

Persisting throughout the term

Two or three times

Persisting for more than one term

Several times

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Notified class teacher/form tutor

Individual discussion with those involved

Notified parent(s)/carer(s) or relevant contact person

Group discussion with those involved

CAF or Pre-CAF raised

If Hate Crime, have Police been informed?

Yes

No

Other (please provide details)

The information supplied on this form will be processed in accordance with the requirements of the Data Protection Act 1998. At all times, it will be treated as confidential and used only for the purpose of assessing, managing and monitoring bullying-related incidents.