

Reviewed June 2024



Anti Bullying Policy

Responsibility Governors
Next review: Spring 2025

ANTI-BULLYING POLICY LAVENDON SCHOOL

1. Introduction

Bullying is action taken by one or more children with the deliberate, premeditated and persistent intention of hurting another child, either physically or emotionally.

“We all have the right to feel safe at all times”

2. Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's

responsibilities with regard to the eradication of bullying in our school.

Our intention is that the children of Lavendon School will be working towards:

- distinguishing between right and wrong
- articulating their own attitudes and values
- taking responsibility for their own actions
- recognising the moral dimension to situations
- understanding the long and short-term consequences of their actions for themselves and others
- developing for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour
- recognising that their values and attitudes may have to change over time
- behaving consistently in accordance with their principles

At Lavendon School we encourage children through:

- telling the truth
- respecting the rights and property of others
- acting considerately towards others
- helping all others
- taking personal responsibility for one's actions
- self-discipline
- Understanding about Protected Characteristics and what this means in practice

We would actively discourage:

- bullying
- deceit
- cruelty
- irresponsibility
- dishonesty
- ridicule/mockery

3. What is bullying behaviour?

Bullying is deliberate, hurtful behaviour that is repeated often over a period of time.

There are three main types of bullying:

- physical: aggressive behaviour: hitting, kicking, taking belongings
- verbal: name calling, insulting, insensitive jokes or pranks, derogatory remarks
- indirect: ignoring or excluding an individual; cyber bullying

4. Recognition of bullying

- Often parental intervention: informing class teacher of child's distress
- Children become quiet and withdrawn and generally unhappy
- There can be a marked difference in their work
- Signs of illness: tummy aches, headaches, frequent visits to the toilet, tearful, avoidance tactics
- Out of character behaviour to draw attention to themselves

5. Bullying

Following restorative principles the following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the headteacher or a member of the senior leadership team
- the headteacher will interview all concerned and will record the incident
- teachers will be kept informed
- parents will be kept informed
- disciplinary measures will be used as appropriate and in consultation will all parties concerned.

Incidents of bullying will always be taken seriously by the school. Bullying is not tolerated and it will be made plain to the bully that such behaviour is strongly disapproved of. When undertaking PSHE work in class and through assemblies with a bullying theme, children will be informed how they should deal with bullying directed against them. Any child who feels they are being bullied will know that they will be supported and that they should speak to a member of staff or tell a friend. Parents are informed in the school prospectus that they can always make an immediate appointment to see the class teacher or headteacher if an incident of bullying occurs. All reports of bullying will be investigated as quickly as possible. Parents of all children involved will be informed of any incidences relating to their child and notified of action taken. The same rule applies to any racial or sexual harassment.

It is recognised that bullying may take varying forms. We recognise that as a small school, exclusion from groups can cause particular distress, as children do not have a wide choice of other children to play with. Class teachers will be sensitive to relationships and work partnerships within the class to ensure all children are included and supported with pair or group work activities.

Bullying is recognised as sometimes involving

- name calling
- ridiculing a person's appearance, abilities or belongings
- making unkind comments about other family members
- physical abuse
- threatening behaviour
- excluding a child from playtime activities
- staring or making a person feel uncomfortable
- Bullying behaviour by a 'gang'.
- Discriminating against individuals that may have one or more Protected Characteristic

The class teacher may not be aware that a particular child is being bullied. Bullies often use times when adults are not around to threaten other children. At the same time it is important that it is established that genuine bullying is taking place, and not a falling out between two children which can be resolved in a different way.

All staff will be informed if an incident of bullying is reported.

Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice
- reassuring the pupil

- offering continuous support
- restoring self-esteem and confidence.

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

Victims must be given encouragement and support in making themselves more assertive. They may need counselling and a programme of reintegration into the classroom. Their parents must be informed and involved in any programmes set up.

The following disciplinary steps can be taken:

- restorative conversations and an agreed consequence given
- exclusion from certain areas of school premises
- suspension
- exclusion in severe circumstances ie appropriate to the age of our children

The school will continue to promote good social behaviour through PSHE lessons and to communicate to children that kind behaviour towards others is valued.

Children are taught about Protected Characteristics through PSHE sessions as well as Assemblies to develop their understanding. We also use the IFtL's progressive and sequential curriculum in relation to safeguarding in our work.

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6. The Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

7. The Role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher will seek suitable courses for the head teacher and staff to attend to enable them to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

8. The Role of the Teacher and Other Staff

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

The headteacher requests that all support staff inform her immediately if they witness any behaviour that we would class as bullying. All incidents of bullying that occur outside lessons or near to the school or on the children's way home should also be reported. The headteacher may advise parents who have concerns about bullying out of school to contact the local duty police officer. If any parent or adult in the community witnesses an act of bullying and informs a member of staff it should be brought to the attention of the headteacher.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We do all we can to support the child who is being bullied. The class teacher will discuss with the headteacher and parents will be informed.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. Where appropriate we use 'Restorative Justice' to help the bully and victim (whereby the bully is helped to realise the impact of their actions on the victim). If a child is repeatedly involved in bullying other children, we inform the parents to resolve the issue. If a more extreme situation were to occur, the headteacher may contact external support agencies such as the social services.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all; by praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

9. The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the headteacher or their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

10. Monitoring and Review

This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They will do this by examining the school's anti-bullying records and by discussion with the headteacher. The governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Relationship to other policies:

This policy should be read in conjunction with the following policies:
Behaviour and Discipline Policy
PSHE
SEND

11. Policy Review

This policy will be reviewed every three years.

Date Agreed:	June 2024
Next Review:	Summer 2026