



Lancaster Road Primary School

Anti-Bullying Policy

At Lancaster Road Primary School, we believe that bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated.

We understand that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at our school and therefore, the purpose of this policy is to deal effectively with the issue of bullying so that it can be prevented ensuring that all members of our school community are able to work in a supportive, caring and safe environment without fear of being bullied.

As a 'values school', we have a commitment to a long term inclusive education philosophy and believe that this has a profound effect on the quality of education in the school.

It is our aim that the values we promote will have an impact upon the behaviour of our children and it is our aim that these values will be used to reduce bullying as much as possible. By enabling our pupils to think about the affect of their behaviour and that of others upon individuals, we aim to prevent bullying.

The values we share underpin the aims of this policy.

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, it will be dealt with promptly and effectively.

Definition of Bullying

Bullying is the use of deliberately hurtful behaviour, including aggression, with the intention of hurting another person. Bullying results in pain and distress to the victim. It is often repeated over a period of time. Bullying can take many forms but the three main types are:-

- physical - hitting, kicking, biting, taking belongings
- verbal - name-calling, insulting, racist, sexist, homophobic remarks
- indirect - spreading rumours, excluding someone from social groups etc.

Pupils who are being bullied may show changes in behaviour, they may become more shy and nervous, they may feign illness, taking unusual absences or children may demonstrate 'clingy' behaviour towards adults that they trust, e.g. parent/carer. There may be evidence of changes in work patterns, a lack of concentration or truanting from school.

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

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn or anxious
- starts stammering
- feels ill in the mornings
- cries themselves to sleep at night

- begins to do poorly in school work
- has possessions which 'go missing'
- has unexplained cuts, bruises
- is frightened to say what is wrong
- stops eating.

Aims and Objectives

The aim of this policy therefore is to prevent the potential problem of bullying and this will be done in the following ways:

- to ensure that all governors, teaching and non-teaching staff and pupils have an understanding of what bullying is and what the school policy is.
- to help staff to identify and deal with bullying incidents swiftly and effectively;
- to compliment our school discipline policy;
- to build a clear anti-bullying message so that bullies are deterred and children who are being bullied are encouraged to report bullying as early as possible;
- to ensure that as society changes, our school responds appropriately to those changes and anticipate and prepare for possible undesirable patterns of behaviour which could occur;
- to ensure that our school continues to try new creative ways to stop bullying, such as 'zoned' playgrounds, special sessions with the learning mentor, as well as using initiatives such as the *VALUES* project to assist us in creating and implementing new and improved anti-bullying schemes.
- to ensure that parents should be assured that they will be supported when bullying occurs.
- to ensure that pupils and parents have information available to them so that they know what the school guidelines are on bullying.

Strategies to Deal with Bullying Behaviour in School

In order to deal with the victim of bullying staff will:

- offer an immediate opportunity to discuss the experience;
- take action as quickly as possible;
- report all information to the Head Teacher;
- reassure the victim by offering concrete help, advice and support and where appropriate, inform other relevant members of staff - e.g. the welfare staff;
- restore self esteem and confidence;
- ensure that support given isn't just temporary but a continuous process ensuring that incidents are followed up through close monitoring and discussion;
- where appropriate; inform parents/carers;
- inform the learning mentor;
- follow up incidents regularly.

In order to deal with a pupil who has bullied, staff will

- discuss what has happened.
- discover why the pupil has become involved.
- establish the wrong doing and the need to change behaviour.
- support the pupil to change through encouragement and appropriate age-related praise (e.g. reward points; stickers etc). This needs to be both public and private.
- encourage the bully to see the victim's point of view.
- discuss and plan any disciplinary steps with the Head Teacher and inform parents/carers of any action taken.
- closely monitor behaviour and discuss any issues.
- take appropriate disciplinary steps and explain clearly why this has been done.

Whole School Approach to Prevent and Raise Anti-bullying Awareness

PSHE Sessions

- There must be a whole school approach against bullying through the involvement and commitment of all staff and pupils. This will be done through class and year group assemblies, PSHE sessions and at times when the need arises, e.g. following an incident, circle times/discussion sessions may need to take place;
- *The good to Be Green Rules* and *Traffic Light System* reinforce expectations of behaviour within our school;
- The School Council will be used to support our pupils to establish responsibility for themselves and others in a democracy within our school community;
- Each class has a folder with an updated scheme of work and a variety of lesson plans, activities and websites to enable the learning objectives to be covered each session;
- The PSHE coordinator will be responsible for the keeping of any extra relevant resources and literature, and these will be readily available for all staff;
- All children should be made aware of whom they can talk to about issues that may arise through PSHE and should be reminded of this throughout the year. The anti-bullying policy will be readily available for staff, pupils and parents;
- A strong emphasis on prevention is important with a clear message to be sent to all pupils on what is acceptable and unacceptable behaviour. This will be done by building on children's self-esteem with positive reinforcement through age appropriate reward schemes to positively to change behaviour.

Using Visitors and Outside Agencies

We use outside agencies and visitors from the community in order to deliver aspects of PSHE such as the police, fire-fighters, school nurse, road safety team, Life Education Bus, drug education programme, sex and relationships programme and healthy lifestyles programme.

Computing

The curriculum coordinator recognises the importance of Computing and has encouraged the inclusion and development of computing skills in the updated Scheme of Work. There are many opportunities included in the lesson plans; examples include internet research and interactive games and stories.

The Playground

- The school grounds will regularly be monitored to explore where and when bullying may occur, welfare staff will be encouraged to report all incidents of bullying and any areas of concern.
- The 'zoned' areas will also be regularly monitored to ensure that they are being used effectively and the sports activities on the playground will be changed regularly to keep up the children's enthusiasm ensuring that they are interesting and fun to use.

The 'Helpers' System

The 'helpers' system will continue to be used. The aims of this are:

- to improve behaviour by reducing bullying in the playground.
- to allow children to mix with children in other year groups.
- try to improve social interaction in the playground as 'buddys' or 'helpers' will be expected to check the playground for children who are alone, etc
- make more effective use of the buddy bus stops so that they are used appropriately - i.e. children go to them when they need someone to talk to or play with.
- give opportunity for all children in Key Stage 2 to have a responsibility.

Children will be regularly reminded about the 'helper' system and regular meetings with helpers and the school council will take place in order to review the system as appropriate.

Procedures and Monitoring

The procedures for dealing with bullying, should follow the same guidelines as set down in the Lancaster Road Positive Behaviour Policy. Any form of bullying will be dealt with in the same way as 'bad' behaviour:

- Incidents of bullying will be dealt with promptly and effectively.
- In cases of serious bullying the incidents will be recorded on the behaviour database in the office.
- In serious cases parents will be asked to come into school and discuss the problem.
- An attempt will be made to help the bully (bullies) change their behaviour.

Sanctions will be put in place as set down in the school's policy in 'The Lancaster Road Positive Behaviour Policy.'

Roles and Responsibilities

All incidents of bullying will be reported swiftly to the Head teacher. As highlighted in the Child Protection Policy; the SENCO; Deputy Head and Head teacher will be informed of any child protection issues. Procedures for monitoring bullying throughout the school will in the first instance be dealt with by the Head teacher and senior management team and the PSHE coordinator will be responsible for monitoring the PSHE sessions on bullying and for the review of this policy.

Equal Opportunities, including SEN and A&T Provision

At Lancaster Road School, we work to ensure all pupils have equal access to the curriculum, including anti-bullying education, regardless of gender, religion, race or disability. To achieve this aim, care is taken in choosing and allocating resources, organising the classroom and in planning, assessing, monitoring, reporting and delivering the curriculum.

The SENCO will be involved in accordance with the school's SEN policy and practice. Provision for meeting the needs of the able and gifted will be the joint responsibility of the class teacher; SENCO and the PSHE Coordinator. Children will be working at their own level in discussion times and extra support will be given where necessary.

Subject Review and Monitoring

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Anti-bullying, by passing on information and ideas, and delivering staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. The results of subject leader monitoring are then used to inform school improvement by feeding into the School Development Plan.

Links with Other Policies

This policy links particularly to the following policies: PSHE, Emotional Health and wellbeing, Sex and Relationships Education, Safeguarding and Child Protection, Behaviour, Drug Ed., Computing.