

# Lawley Primary School



Discovery Unites Us!

Planting the seeds, growing the future.

Lawley School Vision - Planting the Seeds, Growing the Future - is based on the two key principles of: Encouraging better learners and developing lifelong learners.

## Values

We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship and responsibility.

Our Mission statement: talks of providing an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually and physically, allowing everyone to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all our children.

## Anti-Bullying Policy

Our school vision 'Planting the seeds growing the future' is based on the two key principles of:

1. Encouraging better learners with the help of their teachers, children are able to achieve more and reach higher standards
2. Developing lifelong learners who have the knowledge, skills and learning attributes that enable them to be resilient and adaptable learners. This will enable them to be equipped to deal with whatever challenges our rapidly changing world may hold for them.

Our anti – bullying vision is that we provide a safe environment in which our school community can grow and learn together.

'By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, July 2017.

## Our aim:

Our single aim in this policy is to stamp out any form of bullying and to ensure that the culture and ethos of the school creates a climate where bullying is not and never will be accepted.

## Statement of Principles

Throughout this policy and our day-to-day relationships we promote values of:

Happiness, Courage, Respect, Friendship, and Responsibility.

Our pupils learn from a positive example as they make connections between what teachers say and do. Therefore, being able to recognise the same five values across the school will promote consistency in staff expectations and behaviour throughout. This will allow and help learners to reflect and adapt their own behaviours on a daily basis.

Everyone within our community deserves to be treated with respect and fairness and no one person or group of people will be treated more or less favourably than others. Similarly we will not tolerate any form of harassment or bullying to pupils, staff, parents or any members of the wider school community from persons representing any one of these groups.

This means that we expect everyone (children, staff, volunteers and parents) to show respect for each other's' views and opinions.

This means that we all have a responsibility to everyone in our school community and are fair and equal in our treatment of them. We request from the children, respect for decisions made by staff and parents and promise that where necessary explanations will be given for these decisions.

We encourage the children to have the courage to be honest and truthful even when this may mean that sanctions may be applied. We work with the children to demonstrate that the truth will eventually emerge and that when it does the consequences will be greater, as trust has also been betrayed when lying. We commit to working with our children in explaining why rules are necessary, often drawing similarities for the need of the laws of our country and promoting British values.

We believe that Lawley should be a friendly, safe, happy working environment for staff, pupils and parents and as such any behaviour that compromises this principle will not be tolerated.

#### At Lawley our intent is to ensure:

- governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is;
- the entire school community is aware of the school policy on bullying, and follows that policy when bullying is reported;
- we have an effective reporting system if bullying arises;
- as a school we take bullying seriously so that pupils and parents are assured of support when bullying is reported;
- bullying is not being tolerated.
- all members of the school community that they will be supported when bullying is reported.
- bullying is seen as a whole school issue and that bullying of any member of the school community will be taken seriously and dealt with effectively.

We also acknowledge that bullying can take many forms, as outlined below, and that this policy also covers the bullying of school staff, whether by pupils, parents or other staff. Because bullying can take many forms this policy may need to be read in conjunction with other school policies such as Behaviour for Learning and Discipline, Child Protection and Safeguarding, Prevent, Special Educational Needs, Single Equality Policy, e-safety and the Acceptable Use Policy of the Internet Policy

#### What is bullying?

Behaviour by an individual or group, usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally.

Bullying can happen between pupils, pupils and staff or between staff; by individuals or groups, face to face, indirectly or through cyberbullying methods. There is no hierarchy of bullying, all forms of bullying should be taken seriously and dealt with appropriately.

#### We define bullying as:

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

It is important to understand that bullying is not the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

#### 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/Genderphobia - because of, or focussing on the issue of sexuality/gender preference. Homophobic bullying does not only affect lesbian, gay and bisexual (LGBTQ+) young people.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - All areas of internet, such as gaming, email & internet chat room misuse. Mobile threats by text messaging, Apps & calls. Misuse of associated technology, i.e. camera & video facilities.
- Radicalisation - the expression of extremist views by anyone in school will not be tolerated.

#### Specific types of bullying can be:

- related to race, religion or culture.
- related to special Educational Needs or disabilities.
- related to appearance or health conditions.
- related to sexual/gender orientation.
- related to home circumstances: young carers, looked after children.
- sexist or sexual bullying.

Specific up to date information relating to cyberbullying and homophobic bullying can be read in the full guidance booklets. Reference: DFE-00652-2014.

Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, July 2017.

#### Reporting and recording incidents of bullying:

Children will know who they can talk to in the first instance. We encourage pupils to report incidents of bullying in confidence. However, we need to remember our policy on confidentiality, which is that no child should be promised complete confidentiality. If a pupil is at risk, school staff cannot keep information that is shared confidential.

Children and parents need to be confident that their concerns will be treated seriously and dealt with appropriately.

### We encourage reporting through:

- Telling someone they trust
- Children's Safeguarding Team members
- OPAL committee
- Playground Pals
- Providing children with information about other outside agencies including Childline/KOOTH

### Reporting by parents

When parents report incidents of bullying we need to ensure that:

- Administration and other staff are clear about the steps to be taken
- Staff are sensitive to the emotional needs of parents
- Parents have confidence that staff will act promptly and appropriately
- Progress is reported to parents
- Parents are aware of our complaints procedure (which is also included in the prospectus)

All incidents of bullying will be recorded on the attached proforma and logged on the management information system. (CPOMS) This information will inform and influence future developments in school policy and practice.

### Supporting Children who are being bullied

We recognise that a child who has intermittent or persistent abuse by bullying may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent. Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### 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
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes to their usual routine
- is unwilling to go to school (Emotional Based School Avoidance)
- 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
- school work begins to decline
- 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 unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- 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
- is afraid to use the internet or mobile phone
- is nervous & 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.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

The children at Lawley were asked this question and we have included some of their strategies in the list below:

- Try not to let the bully know that they are making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a lunchtime supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and give it to a trusted adult.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and give it to an adult.
- Call a helpline for some advice.

## Procedures

1. We have six designated leads for Child Protection who undertake regular training. The designated safeguarding leads are Mrs Carol Mcquiggin, Mrs Katie Robinson, Miss Ingrid Wolf, Mrs Clair Pollitt, Mrs Hill and Mrs Jauncey. The Designated governor for safeguarding is Mr Kevin Sandwith
2. The children must be given every opportunity to report the bullying in the first instance. It will then be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.
3. The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
4. Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.
5. All incidents of bullying or unkind behaviour will be investigated and monitored by the Class Teacher and where necessary by the Headteacher. All incidents of bullying will be recorded and logged on CPOMS. This information will inform and influence future developments in school policy and practice.
6. Appoint a key member of staff to listen and focus on the bullied child, they will learn what's been going on and show they want to help. Assure the child that bullying is not their fault be aware that children who are bullied may struggle with talking about it. Give advice about what to do. This may involve social stories, role-playing and thinking through how the child might react if the bullying occurs again. Work together to resolve the situation and protect the bullied child. The child, parents, and school will all have valuable input. Ask the child being bullied what can be done to make them feel safe. All changes to routine should be minimised. It is important the victim knows they are not at fault and should not be singled out.
7. If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be suspended for a fixed term in the first instance.
8. An attempt will be made to help the bully (bullies) change their behaviour.
9. Support may be needed for the bullying child to raise their self-esteem and develop appropriate social skills. This may be offered through our Pupil and Family Support Officer or a referral to an external agency.

How can we prevent bullying?

As a school we will ensure that we:

Encourage and Expect Good Behaviour for Learning at Lawley Primary School. We have routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school. This is based on being a Resilient, Resourceful, Reciprocal and Reflective Learner. At playtimes children are recognised for demonstrating Responsible attitudes.

There are many strategies that we have adopted to promote anti bullying:

- Through curriculum opportunities: RHE
- Through further opportunities during the school year to raise awareness: e.g. Anti-Bullying Week, targeted small group or individual learning, whole school assemblies, theatre shows, news stories
- By enhancing the school environment: e.g. staff supervision, safety walks identifying 'blind spots,' quiet play areas, safe zones
- Places where children can go if they are not enjoying playtime: member of staff on duty, Playtime Pals, Children's Safeguarding team member. OPAL committee member.

### Our school will support all pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti-bullying campaigns to equip young people to stay safe.
- Notifying Children's Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.
- Include in the curriculum on a weekly basis, RSE, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Explicitly teach about protected characteristics, similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, genderphobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Ensure that if there are any incidents of bullying in particular classes or year groups that these are dealt with swiftly, involving the perpetrator and victim and their parents.

### Points for development:

- Consultation with the whole school community
- Develop a child friendly anti bullying policy
- Source resources for support, raising awareness of anti-bullying
- Ensure more anti bullying events are planned into RHE and other schemes of work

### Communicating, Monitoring and Review

All staff will be expected to read this policy as part of their induction and by existing staff when it has been updated.

This policy is monitored continuously by the Head Teacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the behaviour records on CPOMS and the school log, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

Through ongoing consultation with members of our school community, including opinions of how we have lessen parents safeguarding concerns through surveying, we will be able to evaluate the effectiveness of our policy and make any amendments necessary.

This policy will be reviewed in accordance with the school's review cycle or earlier if the need arises.

### Confidentiality

It is essential that all matters relating to bullying and general Child Protection are confidential. The designated safeguarding leads will disclose any bullying information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and re assurance for the victim paramount.

## Supporting Staff

Sometimes staff working in the school may become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding leads and to seek further support as appropriate.

### Bullying of Staff - Bullying of staff by other staff, pupils or parents will not be tolerated.

- Staff should report any such incidents to the Headteacher immediately.
- If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.
- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Principal Officer Child Protection for Schools & Early Years, or in their absence the Safeguarding Advisory Service.
- If the allegation made to a member of staff concerns the Headteacher, The designated safeguarding lead will immediately inform the Chair of Governors who will consult with the Principal Officer for Schools & Early Years.
- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint Strategy Meeting needs to be convened to discuss the matter further.
- If it is decided at that meeting that an investigation should commence, the Police and Social Services may initially lead this, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

## Whistleblowing

All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues and the 'Speak Up' posters are displayed around school in staff spaces.

### Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. This will not be tolerated and parents will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could be suspended from school.

### Homophobic and Transphobia Bullying

Homophobic and Transphobia bullying does not only affect lesbian, gay and bisexual (LGB), transgender young people. Anyone who is perceived as different can become a target of homophobic or transphobia bullying. Like any other form of bullying, homophobic and transphobia bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.



## Special Educational Needs and Disabilities

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. This will not be tolerated and parents will be informed immediately, making it clear that should the matter persist, the child could be excluded from school.

## Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. This will not be tolerated and parents will be informed immediately, making it clear that should the matter persist, the child could be suspended from school.

## Cyberbullying

We recognise that bullying increasingly takes place in “cyber” environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises and parents will be informed of that ruling. As such these incidents will be treated as a Child Protection issue.

Upon any incident where “cyber” bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be dealt with by The Headteacher (DSL) or one of the Deputy Designated Safeguarding Leads and if appropriate, outside agencies including the DfE publication Cyberbullying: Advice for headteachers and school staff - Reference: DFE-00652-2014

## Safeguarding Children in Modern Britain

The expression of extremist views by anyone in school will not be tolerated. Therefore we will take swift and decisive action where issues of this nature are brought to our attention. Namely, that we expect all staff to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonable practicable steps will be taken to offer a balanced presentation of opposing views.

As a school if we believe that a child is being abused through extremism we will consult in the normal way with Family Connect and seek advice as to whether to initiate a referral to the ‘Prevent’ team. As with all referrals this will be dealt with by the appropriate professionals. Our policy also recognises that the local police can be contacted in imminent circumstances and at [prevent@westmercia.pnn.police.uk](mailto:prevent@westmercia.pnn.police.uk)

## Prevention

All members of the community recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

## Physical Intervention.

Staff are trained in managing difficult behaviour and physical restraint of children is only used as a last resort. Restraint of a child is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE’s Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013

There is a designated crisis team that have been fully CPI trained. This team will be called in should the need for physical intervention arise. Where restraint of a child is used a form will be completed, countersigned by Inclusion manager or Headteacher and parents will be informed as soon as reasonably possible. The actions that we take are in line with government guidelines on the restraint of children.

## Specific roles and responsibilities

### The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.

### The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is unacceptable behaviour. The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other. The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. Teachers are responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Head Teacher who will inform their parents.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management, safeguarding, and online safety. More recently school have engaged in training on tackling homophobic comments and what to do if they think that a child is being abused through extremism.

### The role of parents

Remember incidents are confidential, do not discuss them with other parents on the playground or on social media. Speak to school staff if you have concerns. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the school office.

We ask parents not to allow their children access to social media as this can create problems which many parents find difficult to deal with and then create further problems in school. The recommended age at which children can manage cyber friendships is 13.

## Health & Safety

Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## Supporting Documents

Appendix 1: When defined bullying has been identified as taking place, the following steps can be taken:

Appendix 1A: Bullying Process Flow chart

Appendix 2: ADVICE FOR CHILDREN WHO HAVE BEEN BULLIED

Appendix 3: ADVICE FOR PARENTS OF CHILDREN WHO ARE ACCUSED OF BULLYING

Appendix 4: Bullying at school: The Law

## Appendix 1

When defined bullying has been identified as taking place, the following steps can be taken:

### Step 1 - Interview with the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings. She does not question him/her about the incidents but she/he does need to know who was involved.

### Step 2 - Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

### Step 3 - Explain the problem

She/he tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

### Step 4 – Share responsibility

The teacher does not attribute blame but states that she knows that the group is responsible and can do something about it.

### Step 5 – Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

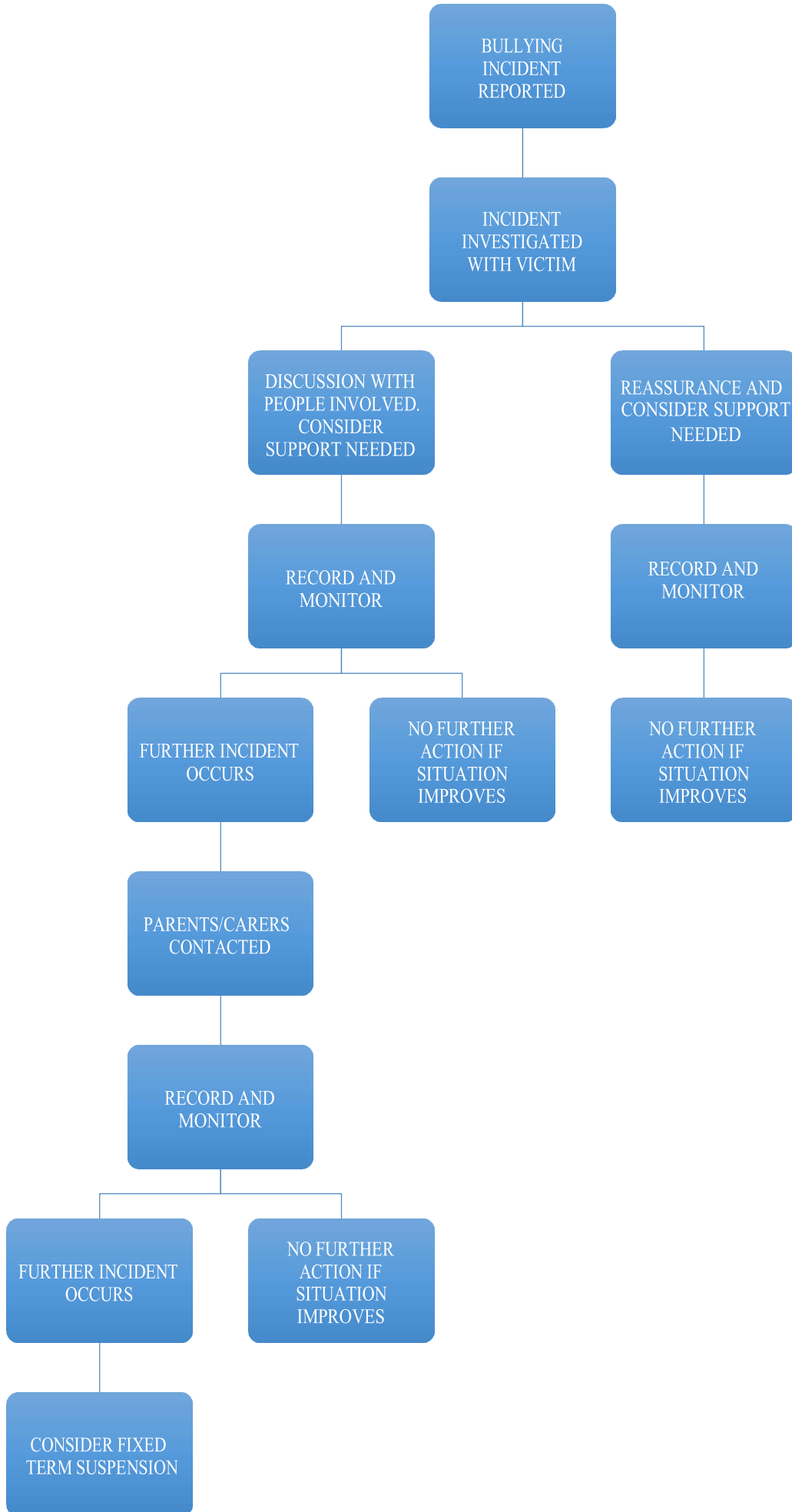
### Step 6 – Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

### Step 7 – Meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

# APPENDIX 1A BULLYING PROCESS FLOWCHART



## Appendix 2

### ADVICE FOR CHILDREN WHO HAVE BEEN BULLIED

1. What can you do if you are being bullied? Remember that your silence is the bully's greatest weapon!
2. Tell yourself that you do not deserve to be bullied, and that it is wrong! Be proud of who you are. It is good to be individual.
3. Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
4. Stay with a group of friends/people. There is safety in numbers.
5. Be assertive – shout “No!” Walk confidently away. Go straight to a teacher or member of staff.
6. Fighting back may make things worse. If you decide to fight back, talk to a teacher first.
7. Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will assess the problem and if they consider bullying is taking place will deal with bullies in a way, which will end the bullying and will not make things worse for you.

### If you know someone is being bullied

1. Take Action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
2. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without you getting into trouble.
3. Do not be, or pretend to be, friends with a bully.
4. Advice to Parents As a parent:
  5. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
  6. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc. not just when you feel there is a problem.
  7. If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
  8. It is important that you advise your child not to fight back. It can make matters worse!
  9. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
  10. Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

## ADVICE FOR PARENTS OF CHILDREN WHO ARE ACCUSED OF BULLYING

No one likes a bully, and we've all heard stories of the long-lasting misery and harm it can cause. But what if you discover that it's your child who has been accused of bullying?

You have an important role in helping them to stop this behaviour, and may find it useful to try out some of the following suggestions from [Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)

Obviously, you will want to tell your child that bullying is totally unacceptable behaviour and has to stop.

But if you tell your child off without listening to their side of the story, they are more likely to sulk, rebel or ignore you.

You may want to punish your child, but punishment is not usually enough to change behaviour.

However, angry, or upset you may feel, try to avoid losing your temper or being violent with your child – this could just make matters worse.

You may think there is no problem – that it's just a 'bit of teasing' or that it's natural for children to fight one another – not so. What may seem normal behaviour to you and your child could cause much distress to others. Part of making good the bullying that has taken place is taking ownership of the actions.

Make it clear that you love your child, it is the bullying behaviour you want changed.

Discuss with your child how they think they might change their behaviour and what help they might need to do so. If they are part of a group that is bullying they may be under pressure and worried that they will be bullied too.

Young children, especially, need to be told that hurting another child is not acceptable. Help them learn that using threats or force is not the way to get what they want. Older children need to be told that name calling, nasty teasing, spreading rumours about someone or ignoring someone all the time are all forms of bullying, as well as physical things like kicking or hitting or damaging possessions.

Help your child develop a feeling of what it might be like for others. Being sensitive to your child's needs will help learn about being sensitive to others.

Bullying is sometimes attention-seeking behaviour. Show your child approval just for being who they are, take an interest in them and show that you notice them when they are doing kind and positive things, not just when they are being 'naughty'.

Your child could be feeling very unhappy or insecure. Talk through any family problems that might be affecting them.

## Appendix 4

### Bullying at school: The Law

#### 1. The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

#### Schools and the law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

#### Anti-discrimination law

Schools must also follow anti-discrimination law. [Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk) This means staff must act to prevent discrimination, harassment and victimisation within the school.

#### 2. Reporting bullying

You should report bullying to your school in the first place - or someone you trust if it happens outside school, e.g. in a club or online.

Tell the police if the bullying involves a crime.

#### Schools - reporting bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is.

They might deal with it in school, e.g. by disciplining bullies, or they might report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

#### Police - reporting bullying

Anyone can make a complaint to the police about bullying but it's usually a good idea to speak to your school first.

If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive.

Call 999 if you or someone else is in immediate danger.



## Where to get help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

- Anti-Bullying Alliance
- National Bullying Helpline
- Childline
- NSPCC
- Young Minds
- The Diana Award
- Kidscape
- Victim Support
- 

### 3. Bullying outside school

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

### 4. Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

## Anti-discrimination law

### 1. Types of discrimination

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You're protected from discrimination in these situations:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

You are legally protected from discrimination by the Equality Act 2010.

You're also protected from discrimination if:

- you're associated with someone who has a protected characteristic, eg a family member or friend.
- you've complained about discrimination or supported someone else's claim.

Action against discrimination

You can do something voluntarily to help people with a protected characteristic. This is called 'positive action'.

Taking positive action is legal if people with a protected characteristic:

- are at a disadvantage
- have particular needs
- are under-represented in an activity or type of work

Headteacher Statement

The Headteacher of Lawley Primary has agreed the Anti-Bullying Policy. This is in line with the curriculum aims recommended by the LA, which were adapted and adopted by the Governors of this school.

Date: 10<sup>th</sup> April 2024

(Review date – April 2027)