

# Lockington CE VC Primary School



## Anti-Bullying Policy

**Revised & Updated October 2022**

Date policy agreed by governors:	16 <sup>th</sup> November 2022
Date policy becomes effective:	Autumn Term 2022
Review date:	Autumn Term 2025
Person responsible:	English Subject Leader

## **1 Introduction**

### **Mission Statement**

*Our distinctive church school is committed to developing lively, enquiring minds and promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect, acceptance and understanding of others.*

### **Christian Vision:**

*Let your light shine before others, that they may see your good works, and glorify your Father who in heaven' (Matthew 5:16).*

At Lockington CE VC Primary School we know that pupils may be bullied in any school or setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advances equality of opportunity between people who share a protected characteristic (see vulnerable groups on page 2 of this policy) and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

At Lockington CE VC Primary School we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'a reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Were this the case the school should report its concerns to their local authority children's social care team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and our school's Vision and Values.

## **2. Principles**

It is the responsibility of the governing body and headteacher to ensure all members of the school community work within a safe and enabling environment. We value pupils developing respect for others resulting from active listening, trust and honesty. The four guiding principles of the Early Years Foundation Stage underpin this policy and throughout their time at Lockington CE VC Primary School. These are:

- every pupil is a unique pupil who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- pupils develop and learn in different ways and at different rates, including those with special educational needs and disabilities.

### **3. Aims**

- To promote a school ethos where bullying behaviour is regarded as unacceptable and ensure a safe and secure environment is sustained for all pupils;
- To aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment;
- To help pupils to live in harmony, treat each other with respect and value the opinions of others, even if they might be different to their own;
- To help pupils recognise bullying and give them strategies for dealing with it;
- To help pupils who bully others to recognise the consequences of their actions and to prevent further occurrences taking place.

### **4. Definition**

Bullies and victims do not come in standard shapes and sizes. Bullying is a persistent and intentional act that causes distress to another person. Bullying is more than falling out between friends and peers. Arguments and disagreements are not bullying but are aspects of life, which however unfortunate, occasionally happen and are part of the growing up process. Pupils need to learn the life skills to deal with these incidents and we are committed to helping pupils to learn these skills.

Bullying may include hitting, exclusion, name calling, nasty looks and interfering with personal property (the list is not exhaustive). These incidents may be categorised under headings such as: physical abuse, extortion, and psychological abuse, racist, sexual and verbal abuse.

Types of bullying can include:

- Cyber-bullying: the rapid development of technology has provided a medium for 'virtual bullying' which can occur in and outside school. It has a potentially bigger audience and more accessories as people forward content.
- Racist bullying: refers to a range of hurtful behaviour that makes the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, faith or national origin.
- Homophobic bullying: occurs when bullying is motivated by prejudice against gay, lesbian or bisexual people.

Vulnerable groups: some groups may be more vulnerable to bullying including:

- looked after children; Gypsy, Roma and traveller children;
- pupils with Special Educational Needs and Disabilities (SEND);
- pupils from ethnic minorities;
- children entitled to free school meals;
- children for whom English is an additional language;
- pupils who are perceived to be gay, lesbian or bisexual.

### **5. Signs of bullying**

Pupils who are being bullied may not always be able to tell those in authority. Therefore it is important to be alert to signs that suggest bullying is occurring. These signs might include:

- Physical: unexplained bruising, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches and bedwetting.

- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches, stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

## **6. Bullying prevention**

Prevention and raising awareness of bullying is essential to keeping incidents to a minimum. Through assemblies and PSHE lessons and anti-bullying events, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as friends falling out or one-off arguing.

Pupils are taught to tell an adult in school if they are concerned someone is being bullied.

### **Golden Rules**

Our school golden rules are promoted and displayed throughout the school. Through pupils following these rules and staff reinforcing them, bullying should be minimised. These rules are:

- We are friendly, kind, helpful.
- We work hard and always do our best.
- We show respect to the adults in our school and to each other.
- We take good care of the school environment by being tidy, clean and organised.
- We use materials and equipment wisely and safely.
- We make it possible for other pupils to learn.
- We move around the school quietly, safely and sensibly.

### **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour and promote positive behaviour.

### **Responding to bullying**

All cases of alleged bullying should be reported to the headteacher or senior member of staff and should be recorded in the school's 'Red Book' which is located in the Headteacher's office.

In any case of alleged bullying, either the class teacher or the headteacher/senior teacher should assess the facts and build an accurate picture of events over time through speaking to the victim(s), perpetrator(s), witnesses and parents as necessary.

If the allegation is upheld the headteacher/senior teacher should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator should understand fully the consequences of their actions on the victim and apologise without reservation. Both parties should be clear that a repeat of the behaviour will not be acceptable.

All bullying incidents should be recorded and reported to the parents of both parties. If the situation does not improve the headteacher/senior leader should meet with the parent(s) of the perpetrator(s) and agree clear expectations and boundaries which should be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. outside agencies), further monitoring, support and punitive sanctions as necessary. Any necessary actions should be taken until the bullying has stopped.

## **7. Complaints**

Complaints will be dealt with as outlined in our school prospectus and in line with the LA complaints procedure.

### **Monitoring and Review**

The Headteacher will monitor the implementation of this policy.

The policy will be reviewed every three years or more often if necessary.

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (16.11.22)

Kevin Beaumont (16.11.22.)

Policy date: November 2022

Policy review date: November 2025