

Lomeshaye Junior School

Anti-Bullying Policy

2017-2019

Mission Statement

By creating a happy, safe and caring school environment in which we all cooperate as a team, we aim to enhance the life skills of our pupils, staff and parents in a climate of high expectations, challenge, tolerance and mutual respect, on our journey to success and fulfilment encouraging all stake holders to **Aspire-Believe-Achieve**.

Aims

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.

Definitions of Bullying Behaviour:

Bullying is:

- Deliberately hurtful.
- Repeated over a period of time.
- An action that the 'victim' wants to stop but doesn't know how to or is unable to.

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

The main types include:

- **Physical** -Kicking, punching, fighting, aggressive behaviour
- **Emotional** -Not being friendly, hurting people's feelings, saying they are better than someone because they are in a different group than them, eg Spelling groups, saying 'you can't play'
- **Verbal** -Calling names, threatening behaviour, being racist,
- **Indirect** -Stealing/taking things, blackmail.
- **Cyber** – Doing any of the above over a technological device.
- **Homophobic**– Focusing on sexuality; lesbian, gay, bisexual or transgender.

Guidelines

All staff and children in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place, wherever possible. Support for the victim is paramount. They need to be reassured that the bullying behaviour will stop and the bully be dealt with. A range of sanctions can be used to deal with the bully. Each incident will be dealt with individually.

Intervention Strategies

Rather than waiting and responding to incidents the school promotes a number of strategies to prevent bullying and encourage the children to discuss issues that concern them. These include: -

School ethos and rules
Assemblies
Observing anti-bullying week
Playground help from pupils
Circle time
Life Education Van
PSHE Curriculum
School Council
Co-operative group work.
Circle Time

Responding to Bullying Behaviour

The following guidelines will vary slightly depending on how the bullying incident has been reported. For instance, more observations may be required if information is sketchy.

- Where there is a cause for concern raised about a child being bullied, this is recorded and the teacher informed.
- The teacher will agree on the types of observation / monitoring required to ascertain whether bullying behaviour is taking place.
- Once the observations have taken place and evidence gathered the teacher will then speak to the child and the parents.
- The parents of the perpetrator may also be contacted at this stage, and informed of any proposed sanctions.
- In severe cases the class teacher may pass the incident directly to a member of the SLT to deal with.
- Support plans may be put in place for both the child who is being bullied and the child who is demonstrating the bullying behaviour. This will be monitored and maintained.
- A parent/teacher meeting log must be completed and passed to the headteacher.
- Class teacher to inform a member of the SLT of any bullying incidents/reported incidents regardless of who is dealing with them.
- A review date will be included in the plan where all parties can monitor the progress made and ensure that the situation has been resolved.

In the event of an extremely violent incident immediate action will be taken and parents informed.

Homophobic Bullying

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2010 Equality Act) Sexual orientation and transgender people are listed as those with protected characteristics as stated in the Equality Act.
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying. School have a duty to promote the safety and well being of all children and young people in their care including those who are lesbian, gay, bisexual and trans, and those experiencing homophobic, biphobic or transphobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people or members of the "trans" community
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "You're such a gay boy" or "That's gay"
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
- We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify "It's when two men or two women love each other".
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands, engage in reflection activity etc.) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –
 - Clarify "It's when two men or two women love each other and there's nothing wrong with that/the law says there is nothing wrong with that"
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands, engage in reflection activity etc.) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

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 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 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 wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments.

The Headteacher ensures that all staff receives sufficient training 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.

The Role of the Teacher

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.

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

If adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied then after consultation with the Headteacher, the class teacher informs the child's parents.

If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying through the peer support group approach, and sanctions for the child who has been carrying out the bullying.

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.

If a child is repeatedly involved in bullying other children, the Headteacher is informed. The child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may need to contact external support agencies.

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 their child's class teacher immediately.

Parents are discouraged from taking any action of their own accord against the perpetrator or their family.

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.

Review & Monitoring

1. This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request.
2. This policy will be reviewed every two years.

Compiled by: Staff and HT	Policy implemented: December 2018
Approved by Governing Body on:	Revision Date: September 2019