

Anti- Bullying Policy



Policy Lead: Sam Armstrong (Academy Head)
Approved by: Jack Gillum (Chair of Governors)

Last reviewed on: September 2023
Next review due by: September 2024

Introduction

We provide a safe, caring, and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them to achieve their full potential.

No child should feel unhappy or unsafe which is why bullying of any kind is unacceptable at our school. We want children to feel confident to seek support from school should they feel unsafe, knowing that incidents will be dealt with promptly and effectively.

This policy aims to outline the key issues related to bullying in school and what Lakeside Nursery and Primary Academy will do to prevent and tackle all forms of bullying.

Objectives for Policy

- Outline our definition of Bullying Behaviour
- Define the several types of bullying behaviours
- State how we are working to prevent bullying behaviours at Lakeside
- How we manage, record and report incidents of bullying behaviours, including incidents of cyber bullying

Definition of Bullying Behaviour

We believe that bullying is a temporary behaviour choice which can be changed and addressed through education and restorative approaches.

We ensure all members of the Lakeside community are aware that bullying behaviours are defined as;

“Repeated, negative behaviour that is **intended** to make others feel upset, uncomfortable or unsafe.” – The Diana Award Anti-Bullying Programme.

The key words in this definition are clarified below:

Repeated – This means that the behaviour is not an isolated incident but is consistently occurring.

Negative – This is a behaviour that is causing emotional, physical, or psychological harm to another.

Intended – This means the person carrying out the behaviour fully understands the impact of their words/actions.

At Lakeside we also use the acronym STOP (Several Times On Purpose) to help define bullying behaviour. This definition is discussed with children to enable them to understand the difference between isolated incidents and incidents of bullying behaviours.



Types of bullying behaviours

There are 3 types of bullying behaviour:

Verbal

- This is **repeated negative** use of speech, sign language, gestures, or vocal sounds to intentionally hurt others
- E.g. swearing (verbally or by use of gesture), discriminatory language, offensive language (concerning personal choices i.e. actual or perceived sexuality), hurtful comments, harmful sexual behaviours

Physical

- This is **repeated negative** use of body contact to intentionally hurt others.
- E.g. kicking, pushing, pulling, punching, tripping, unwanted touching (sexual or otherwise), unacceptable gestures or any use of violence including harmful sexual behaviours

Indirect

- This is **repeated negative** use of actions which are neither physical nor verbal, to intentionally hurt others
- E.g. Spreading rumours, isolating someone, damaging/taking property, secret sharing, physical intimidation, emotional blackmail, peer pressure, harmful sexual behaviours
- **Cyber bullying** - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, phone call bullying, chat room bullying, harmful sexual behaviours

Bullying behaviours can happen to **anyone** and at Lakeside we do not tolerate bullying of any kind. All forms of bullying will be taken seriously and dealt with appropriately and immediately.

Bullying incidents can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities or has special educational or disability needs.

Preventing Bullying Behaviours

As part of our ongoing commitment to the safety and welfare of our children we at Lakeside Nursery and Primary Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour. We use a whole school approach to prevent bullying. We believe in educating our children, staff, and all stakeholders. By developing their awareness of the roles people take when bullying behaviours occur, we will reinforce an anti-bullying culture enabling children to speak out when incidents occur.

The roles in bullying incidents are:

Instigator – the initiator of an incident, often craving attention

Reinforcer – follows/repeats/justifies the behaviour of the instigator

Assistant – encouraging behaviour – could be due to nerves/peer pressure

Target – the person who is the focus of the behaviours

Upstander – stands up to those carrying out bullying behaviours and will offer emotional support to the target of those behaviours

Bystander – recognise that bullying is taking place but chooses to do nothing about it

Peer to Peer support

At Lakeside, we have 'Stand-up Squad,' a group of children who have volunteered to develop and demonstrate the anti-bullying culture of our school. Their role is to consult on the creation and review of the child friendly Anti-Bullying Policy as well as the parent information leaflet and supporting children throughout the school to share their concerns and tackle bullying behaviours.

We all have a responsibility to make sure that bullying is not allowed to occur in our school.

The Responsibilities of Staff:

The Head Teacher

- Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority, and outside agencies
- Appointing an Anti-Bullying Leader who will have general responsibility for handling the implementation of this policy

The Anti-Bullying Leader

- Policy development and review involving children, staff, governors, parents/carers, and relevant local agencies
- Creation and review of the child friendly Anti-Bullying policy with the input from Stand-up Squad
- Creation and review of the parent friendly Anti-Bullying Policy with the input from Stand-up Squad
- Implementing the policy, monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs the policy review
- Reviewing and reporting on all recorded bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

All Staff

- Implementing the policy fairly and consistently and showing a caring attitude to others
- Reporting and recording bullying incidents
- Attending and implementing the training and support offered for staff
- Implementing strategies to promote an anti-bullying culture. Allowing additional pastoral support as required
- Manage and support incidents in a positive and sympathetic way using incidents of good behaviour to role model
- Ensuring the welfare of the children is being monitored and is being seen to be monitored by the children
- Having high expectations in the classroom and on the playground
- Ensure all parents/carers know about our Complaints Procedure and how to use it effectively, to raise concerns in an appropriate manner

The Whole School

- Following the Lakeside Values by behaving in a caring manner showing mutual respect towards all members of the school community
- Developing a sense of responsibility for helping newcomers feel welcome.
- Encouraging appropriate attitudes towards each other. Being good role models and good listeners
- Openly and positively, discuss differences between people such as religion, ethnicity, disability, gender, sexuality, appearance-related differences of family situations to prevent these becoming targets for bullying behaviours
- Discuss how bullying behaviours can be carried out and happen to any member or members of the community
- Encouraging the children to voice their concerns and anxieties through:
 - Pupil Parliament, Stand-up Squad, PSHE (Personal, Social and Health Education) lessons, Zones of Regulation, First Aid for Feelings boxes (or similar, if applicable) etc.
 - Using the motto **Be brave, be bold, make sure you've told.**
- Create a safe and inclusive environment for all members of our school community through:
 - Miles of Smiles (Emotional Literacy Support Assistant) and Thrive are used at lunchtime to support children who find it hard to make and maintain friendships so they can develop their social skills in a safe and monitored environment
 - Sports Crew and playground equipment during lunchtimes to support positive play experiences for all children
 - Having high expectations at playtime and ensuring that the quiet playground areas are kept separate from other areas used for playground games
- Encourage others to challenge behaviours and language which do not follow the Lakeside Values and ethos

- Specific curriculum input to encourage children to use technology, especially mobile phones, and social media, positively and responsibly to highlight issues such as cyberbullying and internet safety (see E-safety Policy)
- Continuous learning about bullying, feelings, and relationships through;
 - PSHE lessons, throughout the year as well as an additional focus during Anti-Bullying week
 - Holding problem-solving sessions through role-play in Drama or during PSHE lessons
- All staff use restorative approaches with groups and individuals when dealing with behaviour incidents
- Discussions with Pupil Parliament and Stand-up Squad to gauge children's opinions/feeling on their safety in school
- Assemblies promoting Lakeside Values and positive behaviours through weekly reward systems
- Children and their parents sign an acceptable usage agreement before being allowed access to school IT facilities which outlines their responsibilities as technology users

Parents

- Understand that Lakeside does not tolerate bullying behaviours of any kind
- Read the key information about bullying which is available from the office and on the school's website
- To alert their child's class teacher, as soon as possible, if they are concerned that their child may be the target of bullying behaviours. This will allow staff to resolve the problem as quickly as possible
- Be a positive role model for children by showing them the appropriate responses to bullying behaviours, encouraging them to talk to a teacher so the issues can be resolved rather than retaliating
- Being sympathetic and supportive towards their child, reassuring them that appropriate action will be taken
- Informing the school of any instances of bullying even if their child is not involved
- Following the school's approach to dealing with incidents of bullying behaviours
- Monitoring their child's use of the internet and mobile phones

How we deal with incidents of bullying behaviours

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the targets of bullying behaviours or have witnessed bullying behaviours (bystanders and upstanders). Following the guidance stated in Preventing and tackling bullying (2017) and Behaviour and discipline in schools (2016) any incidents of bullying behaviours occurring outside of the school grounds will be investigated, recorded, and reported in the same way as those that occur inside the premises.

Bullying can be reported in the following ways:

By children:

- To any adult in school children feel happy to talk to
- To class teachers via Zones of Regulation check ins or conversations
- To Stand-up Squad, who will support children to inform a member of staff of the child's concerns

By Parents:

- To any adult working at Lakeside

Once someone has reported a concern to a member of staff. **These will be logged onto CPOMs, and the behaviour team as well as the child's class teacher will be alerted.**

DSLs (Designated Safeguarding Lead) and all members of SLT will monitor any incidents of bullying behaviours across the school.

How bullying incidents are recorded

Once someone has reported concerns or noticed concerning patterns in children's behaviours, an investigation will be launched to confirm if the behaviours in question qualify as bullying. **The investigation will be recorded on CPOMs. Parents of all children involved will be notified at the beginning of the investigation.** This investigation will be completed by the class teacher with support from the Anti-Bullying Leader. It will involve taking statements from the children involved and any other possible bystanders/witnesses.

If bullying behaviours are confirmed. The following procedure will be followed.

1. Parents of all necessary parties will be informed of the result of the investigation. They will be requested to attend a meeting with or without their child depending on whether this is appropriate to the child's needs. **These conversations will be recorded on CPOMS.** The phone calls will be made by the class teacher with support of the Anti-Bullying Leader.
2. The meetings will be held by the class teacher and the Anti-Bullying Leader. The instigator and bystander meetings will be held first.
 - Aim of the instigator and bystander meetings – To unpick the behaviours and put support in place to help change the behaviours being displayed. Outline any consequences needed (if not already completed) and inform parents and child of any future consequences if the behaviours do not change.

Once instigator and bystander meetings are completed the target meeting will take place.

- Aim of Target meeting – To discuss identify and create an action plan for any support required for the target to feel happy and safe at school again. Decide whether the target is willing to take part in the mediation process

Parent meetings will be recorded on CPOMS and linked to previous incident.

3. If appropriate, the police will be informed (cyberbullying cases). **This will be recorded on CPOMs, and parents will be informed.**
4. All staff in contact with the target and instigator are informed to ensure they can monitor those involved and ensure that there is not a re-occurrence.
5. Class teachers are to follow up with the target and their parents/carers. **Parent meetings will be recorded on CPOMS.** If parents are not satisfied with the

investigation, we encourage them to speak to a member of staff to see what next steps can be taken.

Follow up support

Instigator

- There are many causes of bullying behaviour. Additional support from ELSA/Thrive will be given to the instigator to support them in identifying and understanding the causes of their behaviour

Target

The nature and level of support will depend on the individual circumstances and the level of need. These can include;

- a quiet word from a teacher that knows the pupil well
- working with our ELSA (Emotional Literacy Support Assistant)
- engaging with parents
- referring to local authority children's services
- completing an Early Help Assessment or referring to Child and Adolescent Mental Health Services (CAMHS)

All parties – Mediation Approach

If appropriate, and ONLY if the target is happy to do so, the target and the instigator will discuss the events together.

- This mediation approach is to support the understanding of the instigator to the effect their behaviours have on the target and educate them on how to make better behaviour choices in the future
- The following range of solution focused strategies may be used depending on the situation: - working with ELSA, restorative conversations, circle of friends, individual work with targeted individuals, referral to outside agencies if appropriate

How does the school monitor and report on incidents of bullying?

All bullying incidents will be recorded on to CPOMS.

The Anti-bullying leader and Head Teacher will be informed and will check all follow up is complete.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school. This information will be presented to the governors in an anonymous format as part of the annual report.

How we deal with incidents of cyber-bullying behaviour

The several types of cyber-bullying behaviours are:

- Flaming/Trolling – use of extreme and offensive language to cause a reaction and distress
- Catfishing – creating a fake profile on social network sites, apps and online

- Outing/Exposing – coaxing someone into revealing secrets and then forwarding them onto others
- Cyber-stalking – repeated messaging across different platforms that include threats of harm or harassment that makes someone fear for their safety
- Exclusion – intentionally leaving someone out of group messaging, online apps, games, or other online engagement
- Online sexual harassment – sending unwanted messages or images of a sexual content. Can include persuading someone to send images or do something they are not comfortable with
- Denigration – sharing information about someone that is false or damaging. Spreading fake news/rumours

As a school we work with the parents and the child to support them when an incident of cyber bullying behaviour occurs.

We encourage the target to;

- Gather evidence in the form of screenshots of any comments or messages related to the behaviours (advising them not to take screenshots of photos especially if dealing with an incident of online sexual harassment)
- Report and block the instigator/s on the applicable platform
- Seek additional emotional support from peers/adults

All investigations and recording of cyber-bullying incidents will follow the same procedure as any other incident of bullying behaviours.

Links to legislation

Several pieces of legislation which have informed the creation of this policy include (but are not limited to):

- Keeping children safe in education statutory guidance for schools and colleges 2023
- Working Together to Safeguard Children 2018
- Behaviour and discipline in schools - Advice for headteachers and school staff 2016
- Preventing and tackling bullying - Advice for headteachers, staff and governing bodies 2017
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Education and Inspections Act 2006

The Diana Award – Antibullyingpro.com has also been used in the creation of this document to inform good practice.

Links with other policies

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy – Cyber-bullying and internet safety

Policy for Equality and Accessibility Plan

PSHE and Citizenship Policy
RSE (Relationships and Sex Education) Policy
Complaints Policy
Confidentiality Policy
References Documents and Related Policy/Guidance

Helplines and links to supporting organisations

- ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day.
 - To contact them by phone, call 0800 1111 or follow - <https://www.childline.org.uk/get-support/contacting-childline/>
 - You can also use the under 12s webpage which uses more child friendly language
 - https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/?in_type=under12service
- The Diana Anti-Bullying award have a 24/7 crisis messenger service
 - To contact them text DA to 85258
 - For more information follow - <https://www.antibullyingpro.com/support-centre>
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- PSHE Association: www.pshe-association.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Mencap: www.mencap.org.uk
- Think U Know: www.thinkuknow.co.uk
- EACH: www.eachaction.org.uk
- Educate against Hate: www.educateagainsthate.com

This policy will be reviewed in Sept 2024 and updated annually. The policy review will be linked to Lakeside's KAT Ambition Plan and Policy for Equality, working towards a more inclusive and harmonious ethos across the school community.

Anti-Bullying Lead: Stacey Wilkinson

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is David Hobson.

Appendix 1:

How to record a bullying incidence:

What to do if you have witnessed/been informed of bullying behaviours.
This could happen to ANY member of staff.

Record the incident onto CPOMS using the appropriate type of 'bullying - under investigation' tab and alert the class teacher and Anti-bullying Lead of the incident.

The Anti-bullying Leader will then support the class teacher in contacting parents and initiating an investigation. This will involve separate discussions with the target, instigator and any bystanders/witnesses. These discussions will be recorded on CPOMS using the appropriate 'bullying - under investigation' tab.

The Anti-bullying leader will then support the class teacher in informing the target and instigator's parents of the result of the investigation. If the result is **founded**, then meetings will be arranged with all parents involved and CPOMS tabs will be changed to the appropriate 'bullying-founded'. If the result is **unfounded** the parents will be informed, staff will continue to monitor and the CPOMS tabs will be changed to the appropriate

Instructions for CPOMS

- Click 'Add Incident'
- Type in the Instigator's name to the 'student' box
- Fill in the 'Incident' box.
 - When recording an incident, ensure you write an impartial account of what you saw occur, stating the facts.
 - When recording conversations with children, use their own language to record exactly what they have told you.
 - Use children's initials when referring to any other children involved (either Witnesses or Victims).
- Select the 'Child on Child abuse' category and the relevant bullying category i.e. 'Bullying Cyber – under investigation' 'Bullying Physical – under investigation' 'Bullying Social – under investigation' or 'Bullying Cyber – under investigation'
- Create a separate incident for the target and use the category - 'Victim of Bullying – Under Investigation'
- **DO NOT ASSIGN** any staff.
- **Alert** the instigator's class teacher, and click 'Behaviour' to alert all DSL and SLT members.
- Click Submit Incident button