

Anti-bullying Policy

Approval	Headteacher
Reviewer	Deputy Head/Safeguarding Lead M.Flowers
Status	Non-Statutory
Review Cycle	3 yearly
Date Written	March 2019
Last Review	Autumn 2023
Date of Next Review	Autumn 2026

This policy links closely with our Teaching and Learning, Behaviour for Learning, Online Safety, Whistleblowing, Complaints and Positive Handling policies.

At Lime Tree, we believe that all pupils and the whole school community have a right to learn and work in a supportive, caring and safe environment without the fear of being bullied. Bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. This policy addresses all forms of bullying whether they occur on school premises, on the way to and from school or via social media and across the internet.

The purpose of this policy is to:

- Make it clear that bullying behaviour in our school community (in any form) is not tolerated
- Help to create an atmosphere where the whole school community feel confident to disclose concerns relating to bullying behaviour and believe that these will be taken seriously and acted upon appropriately
- Promote mutual respect and modelling of good behaviour throughout the whole school community

- Encourage all stakeholders to be aware of, and look out for, bullying behaviour and report it immediately
- Contribute to a school environment where children feel emotionally and physically safe
- Make clear that the school supports restorative justice

What is Bullying?

Bullying behaviour deliberately causes hurt (either emotionally or physically).

Bullying is behaviour that is intentional and usually repeated over time (though one-off incidents, such as sending of a text that is passed around a group, can quickly spiral into bullying behaviour).

One person or a group can bully others.

Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).

It may be prejudice-based related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Our school council describes bullying as:

- When someone is repeatedly trying to hurt your feelings
- When someone is always not nice to you
- Annoying people every day
- Following someone around and picking on them when no one is around

Bullying can be:

Physical: A child can be physically punched, kicked, hit, spat at, etc.

Verbal: This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.

Emotional: A child can be bullied by being excluded from discussions/activities.

Damage to Property or Theft:

Pupils may have their property damaged or stolen. Physical threats may be used by the child displaying bullying behaviour in order that the pupil hands over property to them.

Virtual or cyber-bullying:

Sending or posting of messages and images online or through mobile phones and causing social isolation (note: taking, making, **sharing** and possessing **indecent images** and pseudo-**photographs** of people under 18 is illegal. A pseudo-photograph is an image

made by computer-graphics or otherwise which appears to be a photograph. This can include photos).

Bullying behaviour:

- Is not teasing between friends without intention to cause hurt.
- Is not falling out between friends after a quarrel or disagreement
- Does not include activities that all parties have consented to and enjoy

Possible signs of bullying behaviours

Children might:

- Be frightened of walking to or from school.
- Be unwilling to go to school.
- Change their route to school.
- Have their academic progress and/or attainment affected
- Come home regularly with books or clothes torn.
- Become withdrawn, start stammering.
- Become distressed, stop eating.
- Cry themselves to sleep.
- Have unexplained bruises, scratches, cuts.
- Have their possessions go missing.
- Ask for money or begin stealing money (to pay the child displaying bullying behaviour).
- Refuse to say what's wrong.
- Give improbable excuses to explain any of the above.
- Saying they feel ill but have no symptoms.

Child-on-child abuse

All staff need to understand the importance of challenging inappropriate behaviour between children. Staff must not downplay any behaviours that qualify as child-on-child abuse, as this can lead to a culture of unacceptable behaviour and an unsafe environment for children and young people. There is a zero-tolerance approach to child-on-child abuse at Lime Tree.

Staff must understand that even if there are no reports of child-on-child abuse in their class, this does not mean it is not happening. If staff have any concerns about child-on-child abuse, they should speak to the designated safeguarding lead (DSL) or a deputy-DSL. They also have access to the Brook Traffic Light Tool and the Hackett's Continuum (see appendix link) for considering the risk posed by behaviours that could be considered sexualised and to help determine if any behaviours reported or observed are appropriate or pose a risk.

Strategies to reinforce Lime Tree's Policy on Anti-bullying and to prevent bullying from occurring:

- All children receive a copy of the children's anti-bullying policy, including new starters.
- Anti-bullying week promoted throughout the school on an annual basis
- Children are made aware of the strategies to deal with low-level issues and what to do in different situations including situations of bullying online.
- A 'taught' planned curriculum and a 'caught' reactive curriculum.
- Children participate in class as part of Physical, Social and Health Education (PSHE).
- Key stage 2 children take part in RSHE lessons.
- Visiting speakers to discuss appropriate behaviours.
- Children have a good knowledge of the procedures used to deal with anti-social behaviours.
- Parents have access to the school's policy via the school website
- Children have a clear understanding of both their rights & responsibilities.
- Online safety is frequently discussed and taught as a strand through the Computing curriculum..
- Training for all staff and governors.
- Adults deal with each bullying incident, even if minor. Talking to the children can often prevent the further escalation of behaviours
- Zero acceptance of inappropriate use of language.

What can children do if they are being bullied?

Each term or when incidents occur, class teachers will discuss bullying behaviour and reinforce the following strategies with children:

- Use all the advice in your anti-bullying booklet.
- Use of the CALM approach
- Remember that you aren't alone - tell somebody.
- Inform a trusted adult either at school or at home.
- Access a member of the Pastoral Support Team.

If bullying is suspected the school staff will:

- Talk to the suspected victim, and any witnesses.
- Identify the perpetrator displaying bullying behaviour and talk about what has happened, to discover how and why they became involved.
- Make it clear that bullying behaviour is not tolerated at Lime Tree Primary School.
- Investigate any known or suspected incident of anti-social behaviour fully.
- Provide check-ins after break times to monitor that incidents do not repeat.

- All incidents of bullying behaviour will be recorded on the School's Information Management System (SIMS) or My Concern if there is a contextual safeguarding aspect
- Racial and homophobic incidents are also reported to the LA termly on their form.
- Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in SIMS. The school escalation procedure will be followed (Class Teacher=> Phase Leader => Assistant Head => Deputy Headteacher => Headteacher).
- Support will be provided for the child who has displayed bullying behaviour to help them understand the effects of their actions. This may be through ELSA, social skills groups, and building friendships groups. Sanctions procedures outlined in the Behaviour Policy may be followed depending on the age of the child and the severity of the incident.
- A restorative justice approach developing an awareness of consequences (for the victim) firstly, as well as the perpetrator is used to address actions moving forward.
- Instigate procedures for suspension if the incidents persist and/or are causing a health and safety issue (see Behaviour Policy).

The role of governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying behaviours from our school.
- The governing body monitors incidents of bullying behaviour that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying behaviour, and to report to the governors about the effectiveness of the school's anti-bullying policy.
- Should parents feel that the school has not responded and dealt appropriately with bullying behaviour, the governing body's Complaints Committee will listen to complaints from parents directed to them by the clerk as part of the school's complaints procedures.

The role of the Headteacher (or in their absence a member of the senior leadership team)

- 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 Headteacher 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 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 Head Teacher ensures that all parents/carers are aware of the school policy and procedures for anti-bullying.

The role of all staff

- Model behaviour and relationships based on trust and mutual respect.
- Be vigilant and apply this policy fairly and fully.
- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- Deal with situations of anti-social behaviour.
- Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of incidents in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- Staff record all incidents of bullying that occur both in and out of class. All staff who witness an act of bullying should record it on SIMS and ensure SLT are made aware.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately, in accordance with Lime Tree procedure, including counselling and support for both the victim and perpetrator of the bullying as appropriate.
- All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures.
- A range of methods are used to prevent bullying and to establish a climate of trust and respect for all.

Role of the Pupils

- Share the children's policy with an adult at home (or at school) and ensure they understand it.
- Tell an adult immediately.
- Tell a trusted adult if you feel you or someone you know is a victim of bullying.
- Expect to be taken seriously.
- Expect adults to talk to the victim(s), perpetrator(s) and witnesses to fully understand the situation.
- Share observations both positive and negative with your class school council member.
- Put a note into a class worry box if you are concerned about anything (this can be done anonymously).
- Seek help from a member of the Pastoral Support Team.

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children and report/share this with the class teacher.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.

- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your concerns will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child or their parent(s). Please inform school immediately. Initially, please contact your child's teacher in the playground or via the school office to make an appointment. If the situation persists or you are unsatisfied with the outcome please contact a member of the senior leadership team or the headteacher via the office.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying behaviour, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- Support the school as it supports your child to moderate his/her behaviour if they have been identified as exhibiting bullying behaviour, Reiterate that bullying is not tolerated.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure (available on the website or a hard copy from the office).

Further support/advice

Support for children and young people

Childline www.childline.org.uk

Kidscape www.kidscape.org.uk

Bullying www.bullying.co.uk

Support for parents and carers

Advisory Centre for Education www.ace-ed.org.uk

Parentline Plus www.parentlineplus.org.uk

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Cyberbullying

Childnet www.childnet-int.org

Thinkuknow www.thinkuknow.co.uk

StopTextbully www.stoptextbully.com

Cyberbullying.org www.cyberbullying.org

Child Exploitation and Online Protection (CEOP) www.ceop.police.uk/safety-centre/

Sexual or gender-related bullying

Aim project www.aimproject.org.uk

NSPCC www.nspcc.org.uk

Women's Aid www.womensaid.org.uk

Hackett's Continuum: [Healthy Sexual Development](#)

Bullying related to special educational needs and disabilities

Mencap www.mencap.org.uk

National Autistic Society www.autism.org.uk

Young Minds www.youngminds.org.uk

Every Disabled Child Matters www.edcm.org.uk

Contact <https://contact.org.uk/>

Homophobic bullying

Schools Out www.schools-out.org.uk

Each www.eachaction.org.uk (Educational action challenging homophobia)

Other specialist agencies

Healthy weight

<https://www.nhs.uk/live-well/healthy-weight/very-overweight-children-advice-for-parents/>

Changing Faces www.changingfaces.org.uk (supports people with disfigurements to the face or body from any cause)