The Leys Primary and Nursery School
Anti-Bullying Policy 2020-2021

Our vision is that ALL children are safe, happy and healthy.

Our core aims are to accelerate progress, enrich wellbeing and promote partnerships

Our school values are respect, equality, friendship, excellence, courage, determination and inspiration.

Our school motto is 'Friendship and Learning',

Bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power." (Anti-bullying Alliance)

> **At the Leys Primary school we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens.**

We have a zero tolerance policy to bullying and we will deal with it effectively

Building positive relationships

At The Leys School we aim to enable children to form and maintain positive relationships with each other. We take time to help the children to think about their emotions and behaviour. We do these through:

- Weekly whole class circle time - children are able to discuss any problems that have happened.
- Anti-bullying week - teachers set work to raise awareness of bullying and how to deal with it.
- Peaceful Problem Solving cards - contains a script to help children solve problems calmly.
- Protective behaviours lessons - helps children to know how to keep themselves safe through recognising their own feelings.
- Social skills groups – builds confidence in making and maintaining friendships, teaching children valuable skills
- Teach the new Relationships Education (SRE) introduced Sept 2020

- Peer mentors – Trained by the school to provide positive support for their peers.

(Please also see Pupil Wellbeing Policy)

A Nurturing School - Preventing Bullying

All stakeholders will promote the anti-bullying ethos of the school among the children through:

- Providing good role models
- Promoting positive behaviour and teaching children to accept differences (see Pupil Wellbeing Policy)
- Carrying out procedures in the policy and making it clear we take a firm stance on it
- PSHE and RSE Lessons
- Encouraging children to reflect on their behaviour and use Zones of Regulation to encourage children to self-regulate

Our commitment is to provide a safe and secure environment where all children can learn without anxiety and have equal opportunity to succeed and flourish.

Our Equality Scheme demonstrates our commitment to the Equality Act 2010

The Duty has three aims. It requires public bodies to have due regard to the need to:
eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
advance equality of opportunity between people who share a protected characteristic and people who do not share it.
foster good relations between people who share a protected characteristic and people who do not share it.

> **Protected characteristics include: Age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation.**

When things go wrong

As a school we recognise that alongside learning academic subjects children are also learning how to interact with one another. We understand that things will occasionally go wrong, and children will make wrong choices. We follow a very clear procedure for when this occurs. Please see our Pupil Wellbeing Policy for further information.

What would not be described as bullying?

Falling out – Children may have had an argument or disagreement which has resulted in one or both sides no longer being friendly towards the other.

Conflict – Disputes involving 'tit for tat' hurtful behaviour.

Hurtful incident – An isolated act of unkind behaviour.

What is bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and 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."

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies October 2014)

"Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved." DFE 2014

"Bullying is the repetitive, intentional hurting of one person or group, by another person or group where the relationship involves an imbalance of power." (Anti-bullying Alliance)

Ways Bullying can present itself

PHYSICAL	EMOTIONAL	PREJUDICIAL- RACE, RELIGION, NATIONALITY	CYBER-BULLYING
VERBAL	HOMOPHOBIC	RELATIONAL AGGRESSION	

The Responsibility of the School

Current guidelines outline it is the responsibility of the school to tackle incidents of bullying both on site and off the premises.

"Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed."

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies October 2014)

Gathering Information

Classroom staff will use circle times to discuss and work through differences between pupils, and develop social skills. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the School Family Worker.

Lunchtime mealtime supervisors will record in their yellow books any incidents that occur at lunchtime that needs monitoring. More serious incidents are immediately reported to the SLT member on duty, who will respond and deal with the situation as appropriate.

All staff will record incidents onto our online record keeping (CPOMS) as appropriate.

Signs that bullying may be occurring

The child who is being bullied	*The child that is deemed as the bully*
PHYSICAL	PHYSICAL
Unexplained injuries such as bruises, cuts, scratches, sprains or torn clothing; Unexplained loss or damage to personal belongings or money; Hunger/thirst due to loss of lunch money; Pattern of frequent minor illnesses, headaches, stomach aches; Not eating or being obsessive about appearance; Obsession about cleanliness; Speech impediments such as stuttering or stammering; Asking for extra money or stealing money, sweets, food (to pay off a bully);	Showing aggressiveness towards other children, parents and teachers; Evidence that they have been involved in a fight or picking on weaker students; Displaying deliberately robust behaviour such as extremely hard tackling in sports, tripping people or causing injuries; Being involved in vandalism, anti-social behaviour or being in trouble with the police; Belonging to an aggressive group and spending little time at home; Having money or possessions they can't account for.

Regressive behaviour such as bedwetting; Artwork expressing inner turmoil.	
EMOTIONAL	**EMOTIONAL**
Avoiding friends and/or other children; Uncharacteristic outbursts of anger or bullying of siblings; Becoming "clingy" and seeking attention; Reluctance or refusal to discuss the problem and lying to parents; Changes in sleep or eating patterns (unable to sleep, nightmares, lack of appetite or throwing up); Marked changes in attitude, dress or habits; Becoming withdrawn or moody; Dropping usual hobbies or interests; Loss of confidence, self-esteem & excessive sensitivity to criticism; Excessive tearfulness or crying to sleep; Wanting to be alone; Implied or overt threats of suicide. Disability	Over-reacting to criticism and a tendency to believe others are hostile towards them; Enjoying the suffering of others and needing to dominate; Disrespectful attitude towards others including the elderly; Unwilling to share or include others; Cruelty to animals; Lack of genuine friendships or having ones based on fear Short temper and violent outbursts;
CYBERBULLYING	**CYBERBULLY**
Being upset after using the internet or their mobile phone; Unwilling to talk or secretive about their online activities and mobile phone use. Spending much more or much less time texting, gaming or using social media.	Sending unkind, inappropriate or unacceptable messages or photos online through text, social media, instant messaging apps etc

Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.	Enjoying the suffering of others and needing to dominate but may prefer to be anonymous.
After texting or being online they may seem withdrawn, upset or outraged.	Disrespectful attitude towards others
Not wanting to go to school and/or avoiding meeting friends and school mates.	Lacking understanding how quickly the message/photo can be shared locally and worldwide.
Avoiding formerly enjoyable social situations.	Lacking empathy for the impact of the text or photo on the person involved.
Difficulty sleeping.	
Low self-esteem.	

Cyber-bullying

If any member of the school community is aware of, or suspects a child or young person is being harassed or bullied using technology, request that the child gives details and prints or copies any evidence. Any disclosure must be fully investigated according to school procedures, and then recorded on our online reporting system. Parents will be informed and involved in outcomes for all pupils involved. Parents will be given advice about how to help their child stay safe online as part of the process. Cyberbullying will be part of the professional development we offer all staff on Bullying.

Reporting Bullying

Concerns about bullying can be reported by a pupil to:

- any member of staff or confidentially in the Worry Box which is in every classroom, and checked regularly by the teacher. The teacher will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.

- a member of their family. The family member should contact the class teacher or senior leader immediately. The member of staff will carry out an investigation, log any outcomes on CPOMS, and report to Senior Leaders.
- a trusted friend who can approach a member of staff.

The member of staff will immediately report it to their team leader and log the event on CPOMS. The team leader or another member of staff is to carry out an investigation, and report to Senior Leaders.

Home/School partnership

We are a listening school. The school has an open door policy where parents/carers can contact the school at any time to discuss the wellbeing of their child. In the first instance parents and carers are encouraged to direct all enquiries to their child's class teacher. If parents/carers have serious concerns about ongoing issues, then they may contact the Family Worker or a senior leader if necessary for additional support.

The Investigation and outcome

Step 1:

The class teacher, or senior member of staff on duty at lunchtime, will investigate thoroughly, and determine if bullying is occurring. The member of staff will talk to both victim and perpetrator, either separately or together, to ascertain the extent of the hurt caused, to ensure that the perpetrator understands the hurt caused, and to ensure that this will not happen again. Usually, this is sufficient to stop the problem happening again. This is to be logged on to CPOMS under 'Behaviour' choosing the 'Allegation of bullying' option.

Step 2:

As a result of the investigation if bullying is occurring the Head teacher or Deputy Head teachers will meet/ discuss with pupils and their parents, and involve the school Family Support worker as appropriate.

In this instance the incident category will be changed to 'Bullying' on CPOMS.

All of these instances will be discussed by the 'Behaviour and Safeguarding' team in their weekly meeting.

Step 3:

In the case of more complex or more persistent bullying, both sets of parents will be invited into school separately to discuss the situation with the team leader, head teacher or Deputy head teacher. The child will become a NEST pupil (needing extra support and time). The Head teacher or Deputy Head teacher will take appropriate action. Older children will complete questionnaires in school. These questionnaires aim to help those being bullied and encourage reflection and empathy from the perpetrators. The Family Worker will carry out follow up work with the pupils. If appropriate, pupils may be referred for counselling or to CAMHS.

Step 4:

The class teacher/s will monitor the situation in class. Follow up reviews will be carried out by the Family Worker for a couple of weeks or until the teacher/s and children are confident that the bullying is no longer occurring and all parties involved are happy the situation has been resolved.

If bullying is still found to be occurring then the Head teacher will meet further with the children and parents involved. It is likely that further sanctions will be called upon. Exclusion may be used as a formal consequence.

This policy will be reviewed annually.

RATIFIED November 2020 **Reviewed November 2021**

Signed: Chair of Governors	
Signed: Headteacher	
This Anti-Bullying policy has been developed with the help and support of the Children, Parents and Carers, Staff and Governors of The Leys Primary and Nursery School.	

APPENDIX A: Responsibility for Anti-bullying

GOVERNORS
Responsible for strategic review of effectiveness of policy and practice

SENIOR LEADERSHIP
Responsible for managing and leading on the safety and welfare of all pupils and staff
- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Assistant Headteacher
- School Business Manager
- Lead teacher

WELLBEING TEAM
Responsible for the monitoring of pupil wellbeing, behaviour safety and welfare of vulnerable pupils
- Headteacher (DSL)
- Deputy Headteacher (DSL)
- Assistant Headteacher (SEND Leader/Mental Health Lead)
  Family Worker (Lead DSL/Mental Health Lead)

TEACHING STAFF
Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class.
Responsible for teaching a programme of Personal Social Health Education

SUPPORT STAFF
Responsible for the monitoring and promotion of pupil wellbeing, behaviour and welfare of pupils in class

PUPILS
Responsible for getting involved in their own personal development and reviewing school practice and policy.

PARENTS/CARERS

Responsible for working closely with the school to secure positive outcomes.

Appendix B: How to respond to cyberbullying (childnet.com)

Full http://www.childnet.com/ufiles/cyberbullying_teachers.pdf

What can I do to help as an educational professional?

1. **Understand the tools:** be aware of the **reporting mechanisms** on different sites and services so you can support your pupils in making a report.
2. **Discuss cyberbullying:** be proactive in discussing cyberbullying with your pupils; how it occurs, why it occurs, and the consequences of such behaviour.
3. **Know who to report to:** ensure that you are aware of who to go to in your school or organisation if you have concerns about cyberbullying incidents. This may be a head of year/department, a member of the senior leadership team, or the member of staff designated as the Child Protection Officer.

What advice can I give to young people?

The internet is an amazing resource and can be used in a number of positive ways. However, content posted online can be easily misunderstood by others and taken out of context. It is important for young people to recognise the importance of 'thinking before you post' and the need to respect their friends' and peers' thoughts and feelings online. What's considered morally right and wrong offline must also be thought of in the same way online, and treating others with respect on the internet is a good way to ensure that online situations are less likely to escalate into cyberbullying situations.

1. **Don't reply:** most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. Remind young people not to reply, if they do they're giving the bully exactly what they want.
2. **Save the evidence:** encourage young people to save the evidence of any emails or text messages they receive. This is so they have something to show when they do report the cyberbullying.
3. **Tell someone:** encourage young people to tell a trusted adult if they are being cyberbullied, and to tell them as soon as they can in order to minimise their own upset or worry.