



## ANTI BULLYING POLICY

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### VALUES

At Lady Royd

- Pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying is unacceptable.
- Pupils who experience bullying, including harassment and threatening behaviour will be supported.

The school acknowledges that children are capable of abusing their peers and recognises the seriousness of all forms of bullying; the statutory guidance, Keeping Children Safe in Education 2021 identifies bullying as a form of abuse. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. and the effects that bullying can have on school work and more particularly on pupils’ feelings of worth which can cause psychological damage, hence, we actively promote an anti-bullying ethos.

Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated

### DEFINITION OF BULLYING

Bullying is defined as unprovoked, systematic, emotional or physical hurt caused to an individual by the behaviour of another. Forms of bullying include:

- Physical: hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Physical: theft or damage to belongings
- Verbal: name calling including; racist, religious, cultural, sexist, homophobic and sexual remarks or remarks about disability, gender or sexuality
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments, sexual violence or harassment
- Disablist comments and name calling
- Homophobic: because of, or focussing on the issue of sexuality
- Cyber: all areas of internet use such as email, social websites, photographs and sexting
- Threats through mobile devices by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities
- Psychological and indirect: spreading rumours, excluding someone from social groups. This may be easily identified on some occasions but at other times be insidious and hidden.
- Hazing or initiation ceremonies / rituals

### AIMS

It is the aim of the school to develop a climate of trust and openness; to make the unacceptable nature of bullying and the consequences clear to the bully, staff and parents/carers and hence, we aim:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying
- To ensure that all pupils have access to an adult in school to whom they may talk in the knowledge that action will be taken immediately and to create an atmosphere where pupils feel that if they report bullying, they will be listened to, and swift, sensitive action will be taken
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own
- To ensure that monitoring continues to ensure that both the victim and the bully are given support and to prevent a recurrence
- To establish acceptable standards of behaviour through the Lady Royd Code of Conduct outlined and developed within the PSHE programme
- To further raise an awareness of and understanding of bullying through the PSHE programme and develop the school ethos which makes it clear that bullying behaviour is unacceptable in any form, using assemblies, Circle Time, class time examining historical events and current affairs and posters to reinforce the message
- To provide opportunities for reviewing anti-bullying procedures through the School Council, Eco Council and Well being Ambassadors
- To ensure all pupils understand the school sanctions outlined in the Behaviour for Learning Policy and who to tell if there is cause for concern
- To raise staff awareness by providing CPD on school procedures, recognition of signs of bullying and how action can be taken to reduce the risk of bullying at times and in places where it is most likely to occur
- To ensure that all pupils, staff and parents are aware of this policy

Parents/carers also have an important part to play in dealing with instances of bullying and communication will take place with the parents/carers of those concerned as appropriate. **Parents/carers are expected to support the school anti-bullying policy and follow procedures.**

### **Vulnerable Groups**

**We recognise and provide a curriculum which challenges the 9 protected characteristics.**

**We recognise that some groups of pupils may be more vulnerable to bullying, including:**

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual, gender reassignment

We ensure that all 9 protected characteristics are taught through the curriculum and any discrimination of any kind will not be tolerated.

### **OBJECTIVES**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the Free School policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the Free School policy is on bullying, and what they should do if bullying arises.
- As a Free School we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **SIGNS & SYMPTOMS**

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **PROCEDURES**

The school has a strong pastoral record. Class teachers, Nurture leader and phase leaders support pupils and the system works well in building pupils' capacity for building healthy relationships and minimising the risk of peer on peer abuse; restorative practice is well embedded and often prevents minor disputes from being sustained. Pupils know the name of safeguarding staff and are encouraged to disclose any activities which have caused them distress. The school has a dedicated email for pupils to report safeguarding concerns if they would rather use this channel. Our child led approach is also supported by our pupil voice led groups and this feeds into supporting personal development.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **What to do if you think a pupil is being bullied:**

- Encourage the pupil to talk about his/her experiences. It may help the pupil just to be aware that someone else knows.
- Follow the procedures below.

### **What to do if a pupil complains of being bullied:**

- Get a complete verbal account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?
- Get written statements from the pupil(s) interviewed.

- Complete a bullying log. This is an important step as it records all steps taken in terms of sanctions and support.
- The accused pupil(s) should be spoken to regarding the complaint and their account noted. An informal warning may be sufficient at this point.
- The pupil's class teacher, then phase leader must be informed as to what has happened and all notes placed on CPOMS
- The pupil's class teacher/phase leader will arrange for a member of staff, chosen by the pupil either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the pupil and their parents/carers are satisfied that conditions have returned to normal.
- It may be appropriate to get the accused pupils and victims together to give their respective accounts and propose/agree to a solution
- It may be appropriate to conduct separate follow-up meetings with the victim and the accused pupil to ensure that the problems have been sorted out.

If the victim of bullying is in serious danger of coming to harm then the episode may be referred to Children's Social Services and/or the Police for advice. For further information, see the Managing Allegations Against Pupils Policy.

## **SANCTIONS**

**When it is clear a pupil has demonstrated bullying behaviour any the following guidelines and/or procedures may be followed as appropriate:**

- The punishment is proportionate to the offence
- There is transparency and fairness in apportioning blame
- Lunchtime and playtime detention is used as a consequence for individual or small group unacceptable behaviour but is not used as a whole class punishment. Sometimes pupils need an internal isolation if we feel this is serious.
- Internal suspension (Behaviour Management) where a pupil is supervised during break and lunchtimes to avoid social contact with other pupils can be imposed.
- Pupils may be given an internal exclusion where they are supervised throughout the day and can continue to access learning. Parents will be contacted by telephone if this sanction is issued.
- For more serious incidents of bullying the Headteacher may choose to suspend a pupil from school for a fixed period of time.
- For extreme misdemeanors, the Headteacher may recommend a longer fixed term suspension or use a step out programme; a pupil may be permanently excluded and/or the police may be contacted  
For further information, see the school's behaviour policies (phase specific)

### **Pupil Mobile Phones in School**

In line with the Department for Education guidance 'Mobile phones in schools', the school does not permit pupils to have their mobile phone with them during the school day. School leaders are able to exercise their legal power to confiscate mobile phones or similar devices for a length of time they deem appropriate and in line with the school's Confiscation Policy. In considering whether a confiscation is a proportionate penalty, leaders will consider what, if any, disciplinary outcome is needed.

The school is mindful that for children in Key Stage Two who travel to school independently without a mobile phone, their parents/carers may feel this poses a risk or have a perception of increased risk to their children. As such, the school will allow pupils in key stage two to bring a mobile phone to school if the pupil is not collected from the classroom door. The expectation is that once a pupil is on the school premises, they will immediately visit the school office to leave their mobile phone securely for the duration of the school day. Pupils should not use their phones before or after school whilst on the school premises unless they are making contact with a responsible adult regarding their journey to or from school. Children, only in Year 6, who walk to and from school without an accompanying adult may carry a mobile phone for safety. In these cases, children may bring a mobile phone in to school but must deposit it with the school office at the start of the day and collect it from the office at the end of the day. Any mobile phones discovered to have been brought into the school and not handed

into the office will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office, and this will result in a consequence for the child. Children are not allowed to carry mobile phones on any school trips. If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from a member of the senior leadership team. In circumstances where there is a suspicion that the material on the mobile phone was obtained whilst in school the child will be externally suspended.

### **Strategies to Prevent Bullying**

Our principal aim is to provide a safe, secure environment in school. Through the PSHE curriculum and assemblies, children can develop a heightened awareness of their own and others' feelings and needs. Children should be encouraged to develop practical strategies and solutions to bullying and social problems by:-

Developing assertiveness strategies

- Encouraging them to always tell an adult
- Encouraging bystanders to seek help
- Increasing their understanding of the effects of bullying
- Challenging thinking and attitudes

We will use different methods for helping children to prevent bullying, as and when appropriate, these may include:

- highlighting anti-bullying during the Autumn term
- using the SEAL materials-section on bullying
- signing an anti-bullying pledge each year
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- having discussions about bullying and why it matters

### **THE Lady Royd COMMUNITY**

- Is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with promptly, sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Recognises the importance of encouraging pupils who do bully to learn different ways to behave
- Will provide appropriate support and/or monitoring for both victim and bully moving forward. This will be tailored to each child's needs but may include in-house mental health support and/or referral to external agencies. The frequency of support sessions will again depend upon each child's individual needs – therefore there is no prescribed time limit.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory voluntary organisations when appropriate.

### **Links**

Behaviour policies

Managing allegations against pupils policy

Child Protection Policy

Reviewed: March 2024

Next Review: March 2025