



Policy Title: Anti-bullying Policy

Policy Folder: Pastoral

Reviewed: Feb 2021

Next Review: Feb 2022

Led By: Headteacher

Responsible Committee: Finance, Pupils & Resources

# Anti-Bullying Policy:

## Introduction:

At Lantern Lane, we welcome everyone in our school community and celebrate all that they have to offer. We understand that diversity makes our community stronger and helps us achieve our full potential - in our school, people are proud of their differences because they are what makes everyone unique. We recognise the effect of our actions on others and how these can nurture healthy minds and bodies.

Having confidence in their decisions, children are supported to recognise when others are not being treated appropriately and empowered to seek help. They embrace the school's CARE values and understand that these should be applied in all aspects of school life:

### Our Rules

At Lantern Lane we will **C.A.R.E** for everyone and everything.

#### **C**onfidence:

- We will share our opinions and have our say whilst respecting the thoughts & feelings of others.
- We will stand up for what we believe in, seeking help when something doesn't feel right.

#### **A**chievement:

- We will recognise people's achievements in different ways.

#### **R**espect:

- We will be kind, courteous and considerate to everyone.
- We will respect decisions made fairly.
- We will demonstrate respect for authority and for the rules of our school and our community.
- We will be tolerant of other beliefs and ways of life and try to see things from other people's point of view.

#### **E**nthusiasm:

- We will actively involve everyone in our community.

Embracing these values, we can provide a safe, caring and friendly environment for all our pupils, helping them to learn the skills that will ensure they thrive in later life.

We expect pupils to keep themselves and everyone else safe: to do this, they need to understand the issues relating to all forms of bullying and feel confident to seek support from school if needed. Keeping everyone safe & happy is the responsibility of all.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

### **Policy Development**

This policy was developed in consultation with the whole school community, including members of staff; governors; parents/carers and pupils.

This policy is available:

- Online at [www.lanternlane.notts.sch.uk](http://www.lanternlane.notts.sch.uk)
- From the school office
- Child friendly versions (developed by School Council) are on display
- In welcome packs for new pupils

### **Roles and responsibilities:**

**The Headteacher** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an anti-bullying co-ordinator, who will have general responsibility for handling the implementation of this policy.

**The Anti-bullying Co-ordinator** in our school is the headteacher, Mrs Butler.

The responsibilities are:

- Facilitating policy development and review involving pupils, staff, governors and parents/carers
- Ensuring the policy is monitored and its effectiveness in practice is assessed
- Managing bullying incidents (including reporting and recording of bullying incidents)
- Overseeing training and support for staff where appropriate

**The nominated Governor with the responsibility for anti-bullying policy** is the Chair of Governors.

### **Definition of Bullying**

There is no legal definition of bullying. However, in school, we would deem it to be as follows:

- behaviour by a group or individual with the intention to hurt or humiliate someone either physically or emotionally;
- persistent;
- often aimed at certain groups, e.g because of race, religion, gender or sexual orientation;
- potentially involving an imbalance of power;
- taking many forms.

Children will tease each other and fall out but for this to be bullying, it must include the features described above.

Likewise, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - **if it fulfils all other descriptions of bullying.**

Bullying can take place between:

- children,
- children and staff,
- between staff
- individuals or groups

It is important to remember that any child may be a victim of bullying but, under the Equalities Act 2010, it is against the law to discriminate on the grounds of:

- age
- sex /gender
- sexual orientation
- gender reassignment
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief

These are called 'protected characteristics'.

Despite the legal position, there is no hierarchy of bullying - all forms will be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language:**

Racist, homophobic, biphobic, transphobic and non-inclusive language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual (or are perceived to be) or because they have a learning or physical disability. Such language is generally used to infer that something or someone is considered inferior.

This language may be used in relation to the child themselves or in relation to their friends or family members; this is unacceptable in both cases.

Dismissing any of this language as banter is not appropriate. We will challenge the use of prejudice related language even if used without intent.

Persistent use of prejudice related language will be dealt with as with any other form of bullying (see definition outlined above).

We will record all types of bullying, even those which represents a one-off incident; these records will be stored in the anti-bullying folder.

### **What does bullying look like?**

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault,
- taking or damaging of belongings,
- name calling,
- teasing,
- making offensive comments or gestures,
- gossiping and spreading hurtful and untruthful rumours,
- excluding people from groups.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bystanders, who do not take the appropriate action to have the bullying addressed in the appropriate way, could be considered at fault themselves.

### **Where does bullying take place?**

Bullying can take place face-to-face but also through the use of phones and the internet including the inappropriate use of social media platforms (known as cyberbullying).

#### *Cyberbullying:*

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience this and will treat cyberbullying with the same severity as any other forms of bullying.

Cyberbullying, where it is deliberate and persistent (see above definition), can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of inappropriate images
- Exclusion
- Threats and manipulation
- Stalking
- Hurtful comments on social media

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Face-to-face bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Reporting and responding to bullying:**

Our school has clear and well-publicised systems to report bullying for the whole school community.

- Children, parents and carers should report concerns about bullying behaviour to their child's teacher in the first instance.
- Staff should initially deal with bullying behaviour according to the policy, and inform the anti-bullying coordinator of the action they have taken.
- Should initial response by a staff member not achieve the desired outcome, they should report to a senior member of staff to take further action.
- Visitors and other bystanders should refer any concerns about bullying behaviour to a member of the senior leadership team.

#### **Procedures:**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

*Step 1:* Staff talk to the victim (and determine what the problem is; who is involved; how does it makes them feel & what they would like to happen to make it better).

*Step 2:* Staff investigate what has happened through talking to everyone involved (including bystanders).

*Step 3:* Individually or as a group (as appropriate), staff support those involved to find a solution to the problem.

This may include: outlining the problem and different points of view; exploring everyone's feelings; considering & agreeing on potential solutions. At this point, it may be necessary to agree on changes to behaviour and make apologies.

*Step 4:* Staff monitor the situation.

*Step 5:* Staff arrange another meeting/s to see what progress has been made & provide other support where appropriate.

*Step 6:*

If further action is required, steps might include:

- Informing parents.
- Implementing sanctions in accordance with the behaviour policy.
- Facilitating a range of responses and support appropriate for the situation (e.g. restorative approach; circle of friends; individual work with victim or perpetrator and/ or support & advice from or referral to outside agencies if appropriate).

At each step, records will be made of the circumstances, discussions & outcomes.

### **Recording bullying and evaluating the policy:**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying Coordinator (see appendix - School Bullying Incident Form).

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the curriculum and policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every year.

### **Strategies for preventing bullying:**

As part of our on-going commitment to the safety and welfare of our pupils (including in our intent statement), we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

As far as possible, we will seek to eliminate bullying at Lantern Lane through the curriculum and our pastoral programme. These include:

- Implementation of intent statement.
- Promotion of our C.A.R.E. values across the school
- Taking part in national initiatives and working towards appropriate accreditations.
- Writing a set of school and class rules annually
- Peer Buddying System
- Play leaders
- Assembly programme
- Counselling/ELSA
- School council
- Staff training and development

## Links with other policies:

Policy
Behaviour Policy
Safeguarding Policy
E-safety and Acceptable use policy
Equalities policy
Confidentiality Policy
PSHE/Citizenship
Complaints Policy
CARE Values & School Rules
Special Educational Needs Policy

### **Anti-bullying Alliance (ABA)** - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **Mencap** - [www.mencap.org.uk](http://www.mencap.org.uk)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

### **Stonewall** - [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay, bisexual and transgender charity

### **Educational Action Challenging Homophobia (EACH)** - <https://each.education>

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

### **School's Out** - [www.schools-out.org.uk](http://www.schools-out.org.uk)

### **Childnet International** - [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

### **NSPCC/ChildLine**- <http://www.nspcc.org.uk> <http://www.childline.org.uk>

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

### **Show Racism the Red Card** - <https://www.theredcard.org>

**Appendix:**

## SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

**Nature/Type of Incident (Please Tick)**

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

**Details of Young People involved**

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

\*Role: **V** Victim      **R** Ring Leader    **A** Associate                      **B** Bystander

**Location of Incident (Please Tick)**

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following please tick**

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

\* Reminder: These incidents should be recorded separately.

<b>Brief summary of Incident</b>

<b>Action Taken</b>	
include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate, was an EHAF/CAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
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Follow-up	Date

Name of school

## Anti-bullying Review Sheet

Autumn/Spring/Summer Term

### Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other ( specify)	

### Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

### Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

### Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	

The school council will develop a pupil friendly version to be displayed in school