



# Lickey Hills Primary School and Nursery and The Hive Wraparound Care



## Anti- Bullying Policy Including Cyber Bullying 2017

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

**'Dream together, Believe together, Achieve together'**

### **Introduction**

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

### **Aims and objectives**

At Lickey Hills Primary and Nursery School and The Hive we firmly believe that bullying is wrong and damages individual children. We believe that when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Therefore we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **Prevention**

We believe that prevention is key to maintaining a safe, happy environment for children to learn in. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time and whole school, class and department assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. School has anti-bullying posters to support discussion sessions and raise awareness for staff and children. We also emphasise and reward each school value e.g. kindness, tolerance, acceptance, friendship as a way to communicate positive behaviour and respect to everyone.



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### What is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Lickey Hills Primary and Nursery School or The Hive is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'. Bullying can be short term or continuous over long periods of time.

### Bullying can be:

- ❖ Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ❖ Physical pushing, kicking, biting, hitting, punching or any use of violence
- ❖ Racial taunts, graffiti, gestures
- ❖ Sexual unwanted physical contact or sexually abusive comments
- ❖ Homophobic because of, or focusing on the issue of sexuality
- ❖ Verbal - name calling, sarcasm, spreading rumours, teasing
- ❖ Cyber - all areas of internet, such as e mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities

### Bullying may be related to:

- ❖ Race
- ❖ Gender
- ❖ Religion
- ❖ Culture
- ❖ SEN or disability
- ❖ Appearance or health condition
- ❖ Home circumstances, including young carers and poverty
- ❖ Sexual orientation, sexism, or sexual bullying, homophobia

### What is online bullying/cyber bullying?

Online bullying or cyber bullying can be described as the use of ICT, mobile phones and the internet to deliberately upset someone else. It includes:

- ❖ text message bullying
- ❖ picture/video-clip bullying via mobile phone cameras
- ❖ bullying via mobile phones



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- ❖ email bullying
- ❖ chat room bullying
- ❖ bullying through instant messaging
- ❖ bullying via social networking sites.

Although in many respects it carries similar features to other types of bullying, it also has some distinct characteristics:

- ❖ it invades the home and personal space
- ❖ it can reach a vast number of people very quickly
- ❖ electronically circulated messages are difficult to control
- ❖ the bullying can feel relatively anonymous
- ❖ there can be a large number of 'bystanders' or 'accessories'
- ❖ much of the bullying (if not all) might take place out of school.

Cyber bullying is particularly invasive and can be very difficult to eliminate. It can begin as a joke or relatively innocently and quickly escalate into a very destructive and upsetting means of targeting individuals.

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter (see Complaints Policy).

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) is 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 headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The



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headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher, support staff and Hive staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers keep their own records of all incidents that happen in their class, and any that they are aware of in the school (see Positive Behaviour Policy). If teachers witness an act of bullying, they will either investigate it themselves or refer it to the senior leadership team or headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

All incidents of bullying are logged by the Headteacher or members of the SLT team onto the SIMS where teaching staff can access and review. When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child by who has done the bullying by members of the pastoral team, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is repeatedly involved in bullying, we inform the headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services. Staff meeting sessions on behaviour and bullying equip teachers and support staff to identify bullying and to follow school policy and procedures with regard to behaviour management.

### **The role of the pupil**

Each class has poster displayed in their classrooms as a reference point for children if they are unsure on the steps they should follow if they are being bullied. Children are made aware that if they are 'onlookers' they will be treated as if they were the bullies. Each child knows that they have



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a duty to tell a trusted adult if they are a victim of bullying. Pupils know they can access the nurture team staff as well as their own teacher. Assemblies and other appropriate situations are used to remind pupils and signpost them to a range of support. Pupils are encouraged to name adults they would go to if they needed help or advice. Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and in the twice yearly THRIVE evaluations.

School has recently implemented a 'peer mentoring' scheme entitled 'Playground Pals' where children can turn to each other if they are being bullied or are having problems with break times and lunchtimes. School participates in the annual anti-bullying campaigns and pupils lead assemblies to raise awareness.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, a copy of the policy is available on the school website or from school. Parents are invited to tell us their views about a range of school issues, including bullying, in the annual school questionnaire. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

**This policy will be reviewed every two years or earlier if necessary.**

**S. Brooks**

**December 2017**