



# Lawn Primary and Nursery School

## **WHOLE SCHOOL ANTI-BULLYING POLICY**

**Teachers in Charge:** Headteacher and Anti-bullying leads (PSHE co-ordinator and member of nurture team)

*Amended: May 2019 (Additional references made in verbal bullying to racist, transphobic and homophobic remarks + a change to the new logo)*  
*November 2020 (New teachers in charge and Anti-bullying ambassadors programme amended)*  
*November 2021 - (Expansion of the types of bullying and definition of bullying)*  
*March 2022 - Updated references to other documentation and outdated references to the old behaviour systems (use of language such as sanctions and behaviour ladders) which are not in the Relationships and Positive Behaviour Policy*  
*October 2024 – Behaviour lead updated*

Statutory Guidance:

Education Act 2011

Behaviour in schools - Advice for head teachers and school staff 2022

### **Supporting Policies**

Child Protection

SEND

Positive Handling

Inclusion

Equal Opportunities

Teaching & Learning

Equality Scheme

Relationships and Positive Behaviour Policy

The behaviour lead for our school is Mrs Lindsay Wood

## **Introduction**

At Lawn Primary and Nursery School we abhor bullying, are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and aim for every pupil to have the right to enjoy their school life in a safe and secure environment. We adopt a “it could happen here” approach and recognise pupils may be bullied in any school or setting. Any cases of bullying are a priority and dealt with effectively to ensure the safety and well-being of our pupils.

## **What is bullying?**

Through assemblies and PSHE lessons, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils. We agree that:

Bullying can take many forms but all of them involve the **repeated** and intentional hurting, either physically or emotionally, of one person by another.

Bullying is usually on-going and often happens in an imbalanced relationship.

## **Types of Bullying**

Bullying is a **repeated** act but can take many forms, these could include but are not limited to:

### **Physical bullying**

This could include hitting, kicking, taking belongings.

### **Verbal bullying**

Name calling, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful or untruthful rumours.

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience as people forward on content.

### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### **Homophobic/Transphobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

### **Bullying of Vulnerable Groups**

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

- \_\_\_\_\_ Children Looked After
- \_\_\_\_\_ 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, bisexual or transsexual \_\_\_\_\_

We recognise bullying as being a form of peer on peer abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

If any issues relating to race, gender / gender identity, special educational needs or disability or sexual orientation are involved these will be challenged and addressed accordingly.

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual ‘Anti-bullying Week’ is held to further raise awareness. Each year, ten Year 6 pupils are trained under The Diana Award to become Anti-bullying Ambassadors. On the playgrounds, they are easily identifiable to all pupils and available to offer support and help to all pupils. To combat cyber-bullying, E-safety is an important part of the Curriculum and an integral part of Computing.

## **Responses to Bullying**

Through our PSHE curriculum, the work of our Anti-bullying Ambassadors and discrete lessons the school sends out the message that any form of bullying is not acceptable and that we take the issue of bullying seriously. Children are told that if they believe they are being bullied they must tell a member of staff.

In the first instance, all cases of alleged bullying should be reported to the class teacher. All reports of bullying, whether from a child or a parent, will be recorded on CPOMS and must be investigated. The class teacher, with help from the phase leader if required, will first establish the facts, and build an accurate picture of events over time. If it is decided that the allegation is substantiated, the Behaviour Lead will be informed and they will conduct a discussion between the pupils involved and contact the parents of both parties as their support in challenging bullying behaviour can be vital. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), undertake restorative conversation, apologise without reservation and receive an appropriate consequence in line with the school’s relationships and positive behaviour policy. It will be made clear to both parties that a repeat of these behaviours will not be tolerated. If the situation does not improve, the Behaviour Lead or Headteacher will meet with the parent(s) of the bullying child(ren) and agree clear expectations for moving forward. The behaviour of all pupils associated with the incident will be monitored closely to ensure there is no repeat of the bullying behaviour. Any further incidents will lead to additional intervention, support and further consequence. These steps will be applied until the bullying has stopped.

The nurture team may become involved to provide support for the bullied child and to investigate any underlying causes for the behaviour of the perpetrator. Every possible action will be taken to support the bullied pupil and action will be taken to counsel and correct the behaviour of the bully. This may be achieved through, discussion with parents, classroom circle time, small group work or individual support.

### **Response Strategies to Bullying**

All staff associated with the child/children involved will be made aware of the problem and behaviour is monitored.

- If incidents are seen or reported, they are dealt with immediately.
- Serious incidents require the involvement of the parents of the bully and the victim as with all major behaviour problems. Close monitoring is necessary following the incident so all staff are informed and report any further problems to the Behaviour Lead or Headteacher.

The school has a pupil friendly Anti-Bullying Policy devised by the children of Lawn Primary.

### **APPENDIX: Lawn Primary School Council Child Friendly Anti-Bullying Policy**