



Anti-bullying Policy

PERSON RESPONSIBLE FOR POLICY:	MR C JACKSON
LAST REVIEWED:	SEPTEMBER 2023
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Anti-Bullying Policy

1. Principles and Values

1.1 At Lincoln Gardens we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site educational activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping pupils with strategies for dealing with bullying should they encounter it.

1.2 All members of the Governing Body, staff, pupils and parents will have a joint understanding of what bullying is and what the school's procedures are for responding to bullying. Information will be shared on the school website, through regular communications with parents/carers.

1.3 As a school we take bullying seriously. Pupils, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.

1.4 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2021. It links with other school policies practices and action plans including:-

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- E-safety and acceptable user guidance
- Curriculum Policies
- Relationship and Sex Education Policy
- Staff Conduct
- Whistleblowing
- Equality and Diversity Policy
- Promoting Fundamental British Values

1.5 Bullying of staff by pupils, parents or colleagues, is unacceptable. Where this occurs the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

2. Definition of bullying

2.1 Bullying is "Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, 2017)

2.2 Bullying (as per definition in 2.1) can be direct or indirect:-

Physical - kicking, hitting, taking belongings, sexual violence

Verbal - name calling, taunting, mocking, making offensive comments, sexual harassment

Non-verbal – gestures, producing offensive graffiti

Psychological - deliberately excluding people from groups, threats.

2.3 This includes the same inappropriate harmful behaviours expressed via digital devices (sometimes known as cyber bullying.) Examples could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phones or via the internet. (For further information on youth produced imagery see the e-safety and acceptable users policy)

2.4 Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- physical - size of people involved, number of people involved
- psychological – knowing what upsets someone and deliberately doing it
- socially – deliberately isolating someone

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.5 Any negative behaviour outside of the definition of behaviour will be challenged. Clear expectations of behaviour will be set to prevent negative behaviours escalating in accordance with the behaviour policy.

2.6 An act, or acts, of bullying can take place at any time in or outside school premises or hours. All staff are trained to be vigilant about all forms of bullying and/or peer abuse will deal with incidents at a school level. For incidents outside the school day, the school reserve the right to make a judgement on their level of involvement.

3. Forms of bullying

3.1 Bullying can happen to anyone. This policy covers all types of bullying including:-

- Bullying relating to **Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc.
- Bullying relating to **Religion** – derogatory assumptions or generalisations about religion, religious taunts and intolerance.
- Bullying relating to **Disability** - derogatory assumptions or generalisations about a young person's disability.
- Bullying relating to **Sexual Issues** – unwanted physical contact or sexually abusive comments including sexual harassment and sexual violence.
- Bullying relating to **Sexual orientation** - Homophobic / LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
- Bullying relating to **Perceived Differences** – the way someone looks, talks etc.
- Bullying relating to **Special Educational Needs** - learning difficulties or being gifted/talented
- Bullied because they are a **Child in care or Adopted**

- Bullied because they are a **Young Carer**
- Bullied because of **Other** reasons i.e. jealousy, friendships

3.2 Pupils may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our pupils feel and are safe.

3.3 Peer on Peer abuse (refer to safeguarding and child protection policy) is where children can abuse other children and this can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. It is the responsibility of the school community to be vigilant and ensure that all our pupils feel and are safe.

4. Why is it important to respond to bullying?

4.1 Everybody has the right to be treated with respect. A proactive approach to identify and act upon potential signs of bullying will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated. Other signs may be present which are not mentioned here:-

- Frightened of walking to and from school
- Does not want to go to school
- Poor attendance
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night
- Has nightmares
- Feels ill in the morning
- School results begin to drop
- Has possessions which are damaged or go missing
- Comes home hungry
- Frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

5. Anti-Bullying Education in the Curriculum

5.1 At Lincoln Gardens we use a variety of methods to support pupils in preventing and understanding the consequences of bullying:-

- PSHE and Citizenship
- Relationships and Sex Education lessons
- Spiritual, Moral, Social and Cultural (SMSC) curriculum
- School vision and assembly themes
- Class assemblies
- Anti-bullying week
- Safer Internet Day
- E-safety lessons

- Friendship fallouts and restorative practice sessions
- School awards (e.g. Kindness cup)
- Budd /peer mentors, prefects, head boy/girl, house captains, digital leaders

6. Pupil Voice

6.1 Pupils are involved in the prevention of bullying as and when appropriate. This includes:-

- Creating role-plays about what to do through scenarios of bullying
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Ensuring that their peers know how to express worries and anxieties about bullying
- Publicising the details of helplines, websites and report buttons
- Supporting each other via the buddy mentor scheme

6.2 Pupils are also consulted through in-school questionnaires and Years 5 and 6 / all the school take part in the North Lincolnshire Lifestyle Survey every 3 years.

7. Anti-bullying Procedures

7.1 Parents

- 7.1.1 If parents/carers suspect their child is being bullied they should contact the school. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.
- 7.1.2 Reasonable time must be allowed for the school to investigate reports of bullying. Any attempt by parents/carers to resolve the issue themselves is likely to make the matter worse.
- 7.1.3 Parents/carers should encourage their child to talk to an appropriate member of staff in the first instance.
- 7.1.4 Further information can be found in the leaflet Anti-bullying: Information for Parents and Carers.

7.2 Pupils

- 7.2.1 If a pupil thinks they are being bullied they must tell an adult that they trust (parent/carer, member of staff)
- 7.2.2 Pupils who witness bullying or an incident, which they feel, may be bullying must tell an adult, parent/carer or other member of staff.

7.3 Staff

- 7.3.1 If bullying is reported to a member of staff they will record the details as presented to them on CPOMS and pass these on to a member of SST. Due to the Child Protection policy no promise of confidentiality can be given.

7.3.2 Complete the Checklist for Managing a Bullying Incident (See Appendix 1) and discuss meeting notes and agreed outcomes with Senior Leadership Team.

7.3.3 Where an incident involves sexual violence or sexual harassment refer to Child Protection procedures in line with Keeping Children Safe in Education, 2021.

7.3.4 During the investigations care must be promoted for the pupil who perceives themselves as being bullied as well as the alleged pupil showing bullying behaviour.

7.3.5 Time out / reflection time may be used if deemed appropriate during the investigation.

7.3.6 Parents will be informed and will be asked to come in to a meeting to discuss the problem as part of the investigation.

7.3.7 Consequences will be applied where bullying is identified.

8. Persistent bullying

8.1 Staff and Governors will decide next steps for pupils who persist in bullying behaviours in-line with other school policies and plans including the school's behaviour and discipline policy.

9. Pupils who have experienced bullying behaviour will be:

- Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they find easy to talk to.
- Offered reassurance to ensure that the pupil feels safe again.
- Given access to nurture if deemed appropriate with selected member of staff.
Anger management – social relationships. Managing emotions
Safeguarding training
Aware of circumstances
Vulnerable group meeting half termly – specific children are identified
Open door policy with the parents.
- Offered continuous advice and support for their parents/carers.
- Informed about the outcome of the investigation into their concerns.
- Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

10. Pupils who have engaged in bullying behaviour will be:

- Given an opportunity to discuss what happened with an adult and explain why they became involved.
- Offered time to help them reflect on their behaviour and understand the harm that they have caused.
- Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
- Informed that their parents/carers will be involved to help change the attitude and behaviour of the pupil.

- Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour.
- Invited to attend a mediation (restorative practice) meeting with the pupil who experienced the bullying to resolve issues and prevent a reoccurrence.

Changing the attitude and behaviour of pupils who engage in bullying behaviour will be part of the positive procedures used by the school. However, the school recognises that consequences will also have to be used with pupils who exhibit this form of behaviour. (See Behaviour Policy.)

11. Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, s/he may make a complaint in accordance with the School's Complaints Policy.

12. Equal Opportunities

In implementing this policy all members of staff must take into account the school's Single Equality plan. Staff must ensure that no pupil is involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

13. Responsibilities

It is the responsibility of:

- The Head teacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
- School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Anti-bullying co-ordinator.
- Governors, the head teacher, senior leaders, teaching and support staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

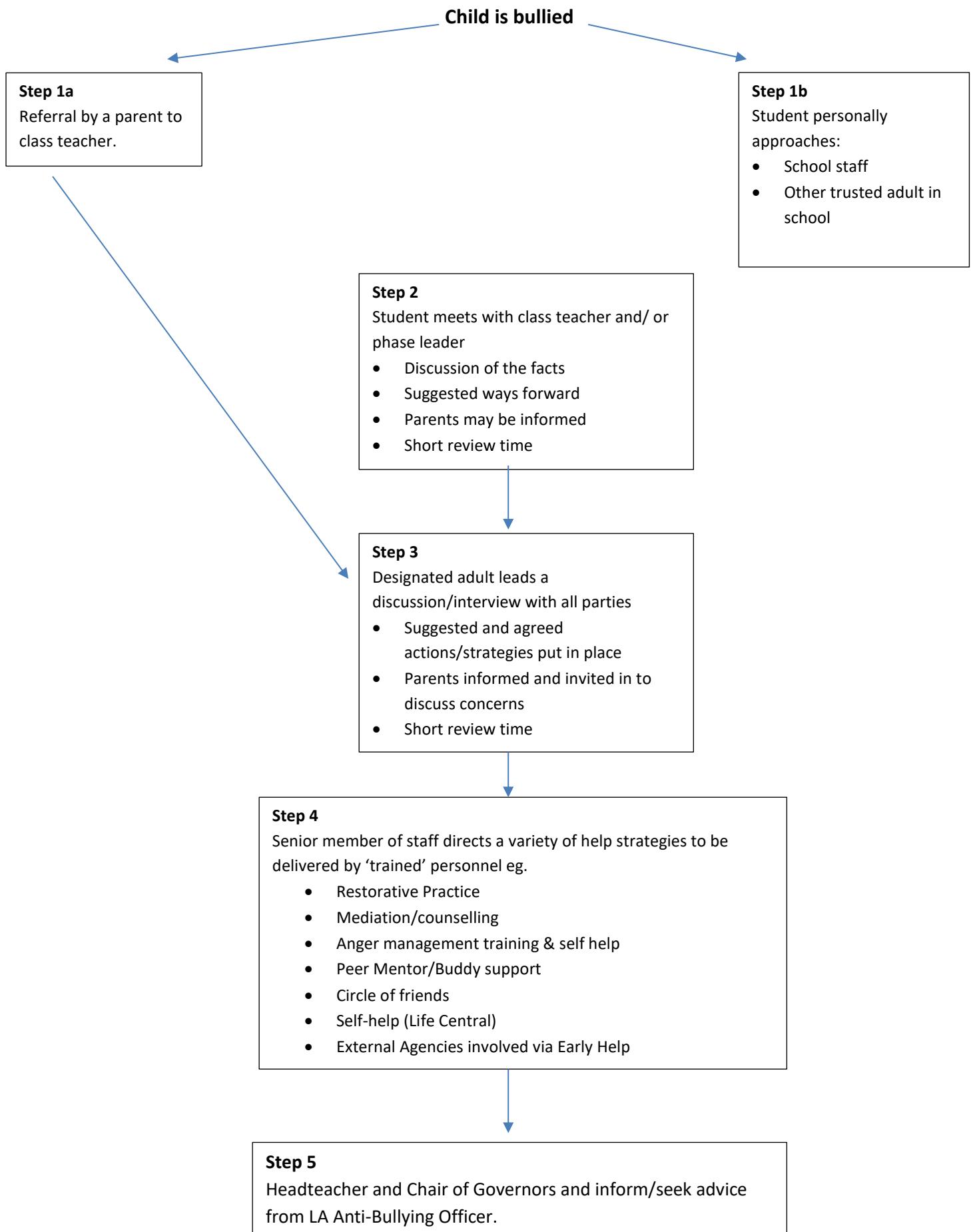
Pupils named in incident:

Date:

Checklist	✓ and date when complete
Alleged bullying or incident is reported or observed.	
Record incident following Anti-bullying policy on CPOMS – alerting SST in the process	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record.	
Listen to other young people who may have observed the incident.	
Ensure that an appropriate adult meets with the young person alleged to be responsible.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, report the incident to the police or inform parents of the target that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with pupils, group work with pupils involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	

Appendix 2: Procedures in School for Reporting Bullying

Pathways of Help



Appendix 3: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" November 2014
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health" <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org

- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
Sexual Violence and Harassment
- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>