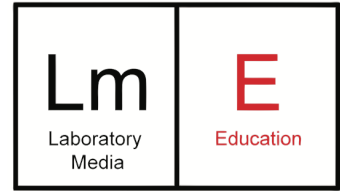


**Created by:** W. Wilson  
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## **Anti Bullying Policy**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in LME. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

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

### **Policy Aims:**

- To support staff and pupils to identify and protect those who may be bullied and to take measures to prevent bullying within the school and during off-site activities
- To ensure that all staff are aware of their duty of care towards pupils and the need to be alert to the signs of bullying
- To demonstrate that LME takes bullying very seriously and is committed to the safety and happiness of all pupils
- To ensure that pupils are able to learn in a supportive, caring and safe environment without fear of being bullied

### **Monitoring, Evaluation and Review:**

This Policy document is reviewed regularly by LME Directors (working with staff).

Reviews include assessment of the implementation and effectiveness of this policy, along with the review arrangements themselves.

### **Bullying can be:**

- **Emotional** - being unfriendly, excluding, tormenting (hiding possessions, threatening gestures).
- **Physical** – pushing, kicking, hitting, punching, jostling or any use of violence.
- **Racist** – racial taunts, graffiti, gestures.
- **Sexual** – unwanted physical contact and sexually abusive comments.
- **Homophobic** – taunts re sexual orientation.
- **Verbal** – name calling, sarcasm, spreading rumours, teasing, swearing

- **Cyber** – email, internet, chat facilities, social networking and mobile communications based- bullying

**In order to support this policy, LME:**

- Acknowledges that bullying does take place.
- Promotes the ethos of respect and responsibility for each other.
- Encourages students that it is right to tell if they see or experience bullying.
- Takes seriously all reported acts of bullying.
- Records all acts of bullying and what action was taken.
- Informs and involves parents/carers.
- Offers support to those who have been bullied
- Fully supports interventions from other agencies.
- Exclude persistent bullies who are unable or unwilling to respond to the support and guidance given by the school.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

**Staff should be alert for the signs of bullying:**

Staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

It is the responsibility of everyone to look out for signs of bullying. The following behaviours can be signs that a child is being bullied:

- School refusal
- Frequent illness
- Not wishing to go out for play/break
- Frequently has no dinner money
- Often 'forgets' games kit
- Easily upset
- Often loses books
- Seems frightened of walking to or from school

- Begs to be driven to school
- Changes route to school
- Begins to do poorly in school
- Comes home regularly with clothes or books destroyed
- Comes home hungry (because of no dinner money)
- Becomes withdrawn, starts stammering
- Becomes distressed, stops eating
- Attempts suicide/self harm
- Cries self to sleep
- Has frequent nightmares and even calls out 'Leave me alone'
- Has unexplained bruises/cuts/scratches
- Has possessions go missing
- Asks for money or starts stealing money
- Refuses to say what's wrong
- Gives an improbable excuse to explain any of the above.

**Always involve/inform parents of both bullies and victims.**

The following guidance on categories and characteristics of bullies and victims is taken from *Stephenson and Smith 1989*

AVERAGE BULLIES

- physically strongest of all categories
- active
- assertive
- children who are neither bullies nor victims
- easily provoked
- enjoy situations with aggressive content
- a positive attitude to violence underlies behaviour

ANXIOUS BULLIES

- mainly male
- lack confidence
- have few likeable qualities
- frequently have problems at home
- poor attainment and/or concentration
- insecure and unpopular
- have education difficulties

- bully in an attempt to compensate for feelings of inadequacy

#### VICTIMS

- passive individuals
- lacking in self confidence
- unpopular
- physically weaker/smaller than most children
- frequently do not complain

#### PROVOCATIVE VICTIMS

- more assertive/active/confident than most other victims
- actively provoke bullying
- often create considerable management problems

#### BULLY/VICTIMS

- children who both bully and are themselves bullied
- least popular with other children
- physically stronger than their victims
- more assertive than their victims
- easily provoked
- frequently provoke others

#### **Implementation:**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and reported to school or partner
- The Designated Child protection Officer will interview all concerned and will record the incident.
- Key workers will be kept informed, will monitor the situation and if the issue persists, will advise other staff.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

#### **Talking with Parents/carers:**

It is vital that parents/carers and the school, work with a common aim and that good relationships are fostered and maintained in the short and long term.

#### **Parents of a child who is, allegedly, being bullied:**

- **Allow** the parents to express their feelings uninterrupted.
- **Accept** those feelings (they are real for the parent, even if they might seem excessive to you (**avoid** 'I know how you feel!'))
- **Assure** the parents that you are pleased they have raised the issue with you.
- **Strongly endorse** the view that the school regards bullying as completely unacceptable and that you intend to act immediately to investigate the situation.
- **Promise to** (and do) keep them aware of your progress and actions.

**Parents of a child who has, allegedly, been bullying:**

- **State** our concern for the future of their child and the need for us to help them fulfil his/her best potential. Point out the positive aspects of their child, which are appreciated.
- **Emphasise** that the behaviour in question is completely unacceptable.
- **Discuss** the possible causes of such behaviour and ask how they feel it could be prevented in future.
- **Explain** what the school intends to do next (hopefully with their agreement). Keep them informed of developments.

**Pupils:**

**Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with their key worker or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

**Pupils who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

**The following disciplinary steps/sanctions can be taken:**

- Official warnings to cease offending
- Fixed term Exclusion
- Permanent Exclusion (in the case of extreme and continuing bullying behaviour)