

# Lakeside Primary School



## Anti-Bullying Policy

**2023 - 25**

*As a Rights Respecting School, we are committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:*

Article 12: Every child has the right to be listened to and taken seriously

Article 9: Every child has the right to be protected from being hurt or badly treated

*“It’s relationships, not programmes that change children...young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.”*

## Lakeside – Vision for Education

At Lakeside Primary we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection.

*At Lakeside Primary we believe that:*

- *everyone has the right to be happy and safe*
- *every learner has the right to learn*

We believe there should be fundamental rights for all who work and study at Lakeside Primary School. These are:

- the teacher's right, regardless of their gender, race and sexual orientation, to teach to the best of their ability
- the pupil's right, regardless of their gender, race and ability, to learn to the best of their ability
- the right of teachers and pupils to be physically and psychologically safe on the school premises
- The right of everyone in the school community to have their voices heard, to be listened to and to know where to go to share their concerns
- Parents also have the right to express their own, and their children's concerns regarding discipline and behavioural issue

In order for these rights to be upheld, the behaviour of everyone has to be managed:

- by adhering to agreed ground rules
- by understanding the way we deal with bullying
- by a reward system that has agreed sanctions
- inside the classroom through good quality teaching and learning opportunities
- outside the classroom through good supervision and by providing a variety of opportunities for children to play together

Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

***'Young people can only begin to take responsibility for their own behaviour when adults begin to share this responsibility with them'. J Nelson***

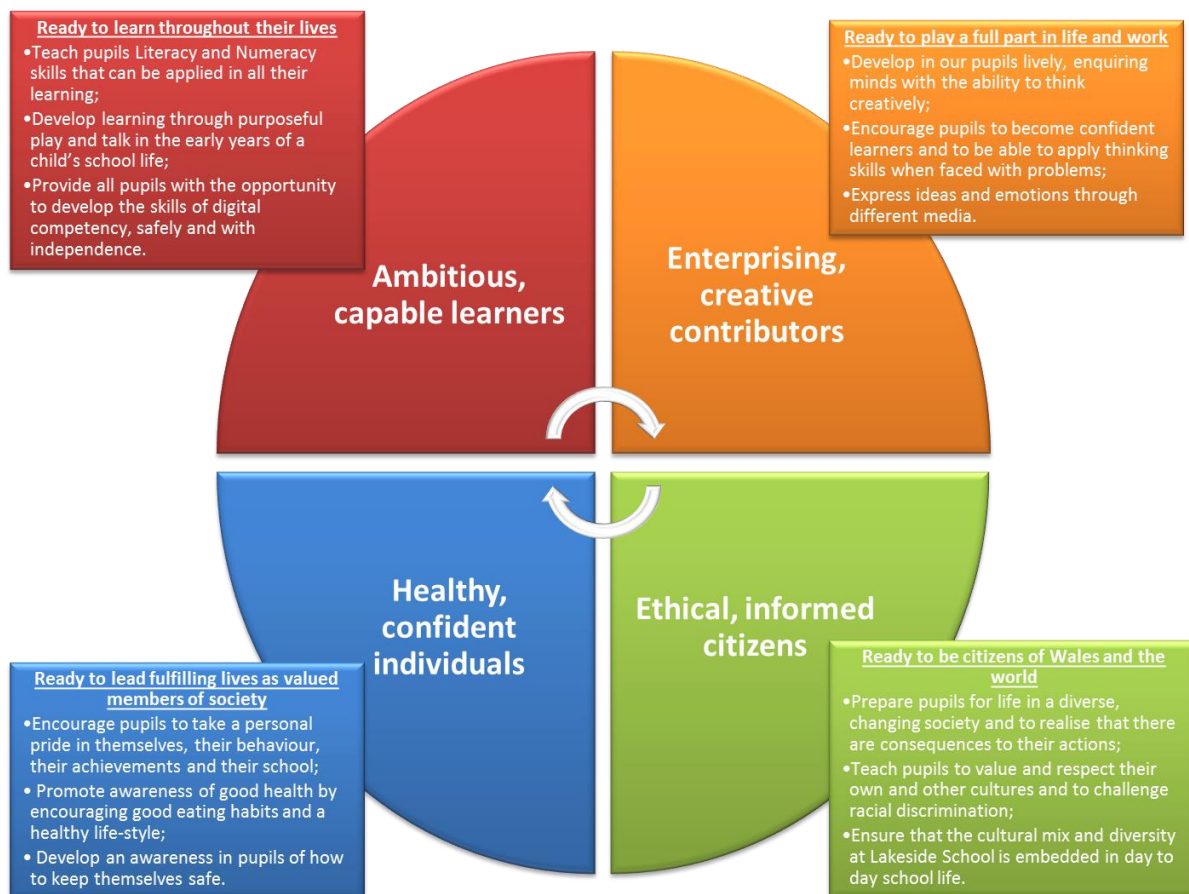
*'It is imperative children and young people are taught, both at home and school, about building and maintaining respectful relationships, Kirsty Williams AM*

The United Nations Convention on the Rights of the Child (CRC) is at the heart of Lakeside Primary school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

*"What our children and young people learn during their time at school has never been more important."*  
(Donaldson, *Successful Futures*)

The school vision and aims was realigned in September 2016 in line with the Welsh Government vision for Wales. This involved all stakeholders of the school – pupils, parents, staff, governors and the community.

The vision links directly with the 4 core purposes of the Curriculum for Wales:



## SCHOOL VALUES

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others’ ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning topics, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.

Respect Ourselves	Respect Our Community	Respect Our World
		

## What is Bullying?

This definition has been taken from the WG guidance on challenging bullying Nov 2019: -

*Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally*

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

The following examples are cases that would **not normally** be considered bullying: -

- Friendship fallouts
- A one-off fight
- An argument or disagreement
- A one-off physical assault
- Insults and banter
- A one-off incident of hate crime

## Types of Bullying

- **Prejudice – related** - acts often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society
- **Online** - where digital technologies provide new ways of doing the same kinds of things people were doing already. This can be uniquely distressing because:
  - The audience can be unlimited
  - It can occur anywhere, anytime and there may be no respite from it
  - It can involve unknown people, although most cases involve known peers
  - Technology facilitates the storage of images and messages for repeat viewing
- Internet abuse: Using social networking sites to show pictures, embarrass others, set up groups and encourage others to take part in bullying online. This can be **VERY DANGEROUS** as we can give out personal information that can get into the wrong hands.
- Chat rooms: using chat rooms to spread gossip and hurt people's feelings
- Abusive text messages: sending nasty text messages and not knowing who they are from
- Filming people when they are unaware of it and showing it to others to cause embarrassment.
- Silent or abusive phone calls

## Verbal Bullying

Bullying behaviour can include:

Name Calling, not just calling you names but calling your loved one names; this can be very hurtful.

- Threatening you, for example: by saying that someone else is going to hurt you or they are waiting for you after school.

### **Physical Bullying**

- For example: hitting, kicking, biting, scratching, pushing and tripping you up on purpose over a period of time.

### **Indirect Bullying**

- Ignoring someone, leaving them out or not allowing them to join in a game
- Spreading Rumours, whispering about you or saying mean things about you behind your back and saying things that are not true
- ‘The bad eyes’, someone glaring or giving you threatening looks, this is very difficult to prove but can be just as upsetting or distressing

## **Why it is important to prevent and challenge bullying**

At Lakeside we adopt a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of our whole-school approach to health and well-being. This approach is woven through all school activities, creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour. This creates an inclusive, engaging environment where learners feel safe and are ready to learn.

- **Effective Communication** - We focus on positive behaviour and action, emphasising what learners should be doing, rather than concentrating on negative behaviour underpinned by a ‘must not’ culture.
- **Curricular Approaches** – The Four Purposes of Curriculum for Wales support all learners to become ethical, informed, healthy and confident individuals who are ready to learn throughout their lives as they become citizens of Wales and the world. These purposes are embedded in what and how we teach our children at Lakeside.
- **The Health and Well-being Area of Learning and Experience** will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being. It will also support learners to develop positive relationships in a range of contexts.
- **Tailoring Intervention** - Young children who bully others by using insults may not always understand the hurt they have caused and may be repeating what they have heard at home or in the community. Sensitive restorative work and education can be effective in these cases. Group activities exploring why some words are unacceptable can be used along with meetings with parents/carers who should be reminded about the values of the school. Effective engagement with parents/carers in developing the values and anti-bullying strategy in their school from the outset may also encourage learners and their families to adopt the shared values in the wider community.
- **Targeted initiatives** - Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, sign-posting and drop-in sessions, as well as involving the wider neighbourhood and utilising a variety of organisations.

## **EFFECTIVE ANTI-BULLYING STRATEGIES**

Successful implementation of an effective anti-bullying strategy to challenge and prevent bullying in schools involves the whole school community. Taking a whole-school approach is more likely to succeed than a single initiative by a teacher or group of learners.

The most effective interventions are sustained over the long term, developed with staff, learners, parents/carers and partners in the community. These are monitored, evaluated and revised regularly to reflect changes in circumstances or context. Interventions are supported by our school values that promote respect towards others. A single intervention or initiative is unlikely to provide a solution to bullying and the most effective anti-bullying strategy will usually include a range of tools that can be adapted to suit particular incidents and form part of the school's wider whole-school approach to well-being.

### **Responding when bullying occurs**

All schools must comply with their legal duty to safeguard and promote the welfare of learners and any other legal duties, such as arising safeguarding concerns. The Welsh Government expects all headteachers and school governing bodies to ensure all teachers and administrative staff are aware of their school's anti-bullying policy and the procedures to follow if a learner reports being bullied.

Successful strategies provide a consistent framework with options to suit the situation. Bullying can be a complex behaviour and the Welsh Government expects the response to be appropriate, while also following standardised framework guidelines. The Welsh Government expects a school's anti-bullying strategy to be child-centred and not lose sight of the needs of the learner, irrespective of whether they are a target or perpetrator of bullying, or a bystander.

At Lakeside, we use each incident as a learning opportunity. Our role is to nurture and support all learners to understand they are in the process of learning to be informed citizens of the future.

Educating learners by helping them to develop resilience by practicing the problem-solving and assertiveness skills they need to challenge unacceptable behaviour, stand up for themselves and for their peers and feel safe, is important.

Alongside the support provided to targets of bullying, we recognise that those who perpetrate bullying of others also need help, support and opportunities to change their behaviour and to ensure that they receive these.

### **Types of Interventions:**

Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident. They may involve working with our Thrive Practitioner or the school ALNCo.

- Mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- Restorative approaches – built on the school's values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- Building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- Peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- Sanctions - children need to know the parameters within which to stay and also what they may expect to happen if they are found to be involved in bullying. In minor, isolated incidents, misdemeanours will

be dealt with by the member of staff responsible for the child at that time. However, the teacher can refer more serious issues to the senior leadership team to be dealt with.

- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable. These may include:
  - Loss of playtime and privileges withdrawn
  - Parents informed by telephone / email / meeting
  - The ALNCo may be involved and targets / monitoring of behaviour put in place
  - Involvement of other agencies e.g. Emotional Health and Wellbeing specialist teacher support
  - In the most extreme cases, referral to the Chair of Governors and Governing Body about fixed term or permanent exclusion.

### **Role of the Governors**

The named governor for anti-bullying is xxxxxxxx

- The governing body supports the head teacher to deal effectively with any bullying that occurs. This policy statement makes it very clear that any incidences of bullying are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school and anti-bullying strategies.
- Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint to the Governing Body

### **Role of the Head-teacher and Deputy Headteacher**

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The head teacher ensures all staff have sufficient training to be equipped to deal with all incidents of bullying. Child protection, including Prevent training is given to all stakeholders of the school.
- In extreme cases where all actions to resolve bullying issues have been exhausted, the head teacher may contact external support agencies to provide mediation, counselling and organise strategies such as restorative approaches to resolve issues between pupils.
- The head teacher sets the school climate of mutual support and praise for positive behaviour and success, to 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.
- Lakeside Primary school is pro-active in its efforts to stamp out bullying. Children are made aware of bullying and the effect it has on individuals during their curriculum lessons and organised events, such as Anti-Bullying Week. Through class based historical topics, issues of racist bullying are identified and discussed and assemblies can be used to discuss bullying and how it needs to be eradicated.
- Support is available for pupils involved in any bullying incidences.



### **Role of the Staff**

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Staff work with parents/carers when incidents arise as part of a team approach. Any issues are escalated to SLT and or deputy head teacher / head teacher if they arise.
- If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately through a restorative approach building on the school values and pupil reflection time.
- Every class has a mantra and rules and staff support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers may reward positive behaviour by giving positive comments, stickers, certificates in assembly, badges, house points etc.
- The attention of all new staff will be drawn to the Anti- Bullying policy when they are inducted into the school and receive training for Safeguarding and Child protection.
- Teachers encourage children to seek confidential support from familiar and trusted people who may be able to help them, such as their peers, parents, carers or older siblings or family members. They may devise class strategies to encourage children to express any concerns.

### **Role of the Parents/ Carers**

- Parents/ carers 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 and if the situation continues, contact the Headteacher /Deputy Headteacher.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.
- In order for all pupils involved in an incident to be protected, we ask that parents discuss concerns with the school immediately and not through social media e.g. Whats App groups, Facebook, Twitter etc....
- Working in partnership with the school is key to resolving any incidents.
- The Anti-Bullying policy will be placed on the school website which the parents can access.

### **Role of the pupils**

- Pupils are taught the three school values, Respect Ourselves, Respect Our Community, Respect Our World and what these values look like day to day.
- If pupils are worried about bullying, they should tell their teacher immediately who will deal with the incident and with those involved.
- Pupils may be required to take part in an investigation into an incident where they are expected to report honestly and factually about what has happened.
- If the bullying does not stop sanctions will be imposed and parents informed. The head or deputy head teacher will deal with the problem or call in external agencies if necessary. The situation will be closely monitored.
- Pupils will be supported by members of staff according to any identified needs that arise.



## **Behaviour and conduct outside school**

While Lakeside Primary is able to regulate certain conduct off school premises, such as bullying behaviour, we can only impose sanctions when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a pupil is on a school trip, but not while the learner is on their way to and from the school.

## **Related Policies**

- Health and Wellbeing AOLE
- Positive Relationships Policy
- Safe Touch Policy (Linked to Thrive and Trauma Informed Approach)
- Cardiff Positive Handling Policy and Guidance
- [Welsh Guidance - Challenging bullying Rights, respect, equality: Statutory guidance for governing bodies of maintained schools](#)

## **Monitoring and Review**

- This policy is monitored closely and regularly by the head teacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually as recommended by the Welsh Assembly Government. Governors analyse information with regard to gender, age and ethnic background and all protected characteristics for all children involved in bullying incidents.

Date	Review Date	Coordinator
January 2023	January 2024	Rachel Mitchell / Vicky Burgin / Russ Vanstone

<b>Chair of Governors:</b>		<b>Date:</b>	
<b>Headteacher:</b>			

## **Bullying - Parental Guidance.**

### **Is your child being bullied?**

- It is not always possible to tell if a child is being bullied. The following signs may indicate if a child is being bullied.
- Feeling irritable, easily upset or particularly emotional.
- Coming home with damaged or missing clothes or possessions, without money they should have or with scratches and bruises.
- Having trouble with school work for no apparent reason.
- Using a different route between home and school. Asking to be taken to or picked up from school for no apparent reason.
- Headaches, stomach aches and perpetuated complaints of illness.

### **What if your child has been bullied?**

- The first and most important step is to listen. Let them tell you in their own words. Don't respond by dismissing their experience as part of "growing up".
- Calmly talk with your child about his / her experience.
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should further incidents occur, he / she should report them to the teacher immediately.
- Make an appointment to see your child's class teacher as quickly as possible
- Explain to the teacher the problems your child is experiencing.

### **What if your child is bullying others?**

- If your child is displaying bullying behaviour, there may be something behind it and your child may need support. They may be trying to get attention or fit in with the crowd. They may not realise that they are hurting others.
- Sit down and talk to your child to find out what is happening.
- Ask your child how they think the bullying can be stopped.
- Reassure your child that you still love them as a person – it is the behaviour that you would like to change.
- Try to get to the root of the problem and find out what is upsetting them.
- Listen to your child's side of the story whilst also insisting that the bullying has to stop.
- Find out if there is a bigger problem- your child might be scared of something, they may have been bullied themselves.

**What should you do when approaching your child's school?**

By law, the school must have an anti-bullying policy which outlines the measures they will take to prevent bullying and the procedures they will take to respond to incidents of bullying.

Below is some advice on how to approach the school to discuss problems your child is experiencing.

- Talk to your child about what is happening.
- Plan what you want to say.
- Make appointments to see the right people – start with your child's teacher. If you are not satisfied with their response, arrange to see a member of the senior leadership team, the head teacher and then the Governors.
- Ask a family member or friend to go with you if you feel nervous.
- Count to ten and take a deep breath before you speak to anyone – avoid doing anything in the heat of the moment.
- Focus on your child's feelings. If a child is upset, it has to be taken seriously.
- Ask everyone involved to work together to solve the problem.
- Discuss what action will be taken and write this down.
- Take things one step at a time. Arrange to see the teacher again in a few days to discuss progress. Say you will talk to your child every day to check progress.
- Find out if there are any pupil support schemes in the school that can help to support your child.

## Appendix

### Where to find further help and advice

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail [mentorsonline@bulliesout.com](mailto:mentorsonline@bulliesout.com)). [www.bulliesout.com](http://www.bulliesout.com) e-mail: [mail@bulliesout.com](mailto:mail@bulliesout.com)

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied. [www.kidscape.org.uk](http://www.kidscape.org.uk)

The Diana Award – Trains young anti-bullying ambassadors to help others. [www.antibullyingpro.com](http://www.antibullyingpro.com)

### Helplines and support services

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available. [www.samaritans.org](http://www.samaritans.org) Tel: 116 123 (English-language line – free to call) Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues. [www.rethink.org](http://www.rethink.org) Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities. <https://wales.mencap.org.uk> Tel: 0808 8000 300

### Children and young people

Meic – Information advice and advocacy for young people. [www.meiccymru.org](http://www.meiccymru.org)

Childline – Provide counselling for anyone aged under 19 in the UK. [www.childline.org.uk](http://www.childline.org.uk) Tel: 0800 111

Kooth – Online counselling and emotional well-being platform for children and young people. [www.kooth.com](http://www.kooth.com)

CALL (Community Advice and Listening Line) – Emotional support and information/literature on mental health and related matters for the people of Wales. [www.callhelpline.org.uk](http://www.callhelpline.org.uk)

### Parents/carers

Family Lives – Support and advice for parents/carers. Tel: 0808 800 2222

ParentZone – Support and advice for parents/carers. [www.parentzone.org.uk](http://www.parentzone.org.uk)

YoungMinds – Support to help improve the mental health of children and young people. [www.youngminds.org.uk](http://www.youngminds.org.uk) Tel: 0808 802 5544 (parents'/carers' helpline)

### Schools/professionals

Professionals Online Safety Helpline – For those working with children and young people who require help for an online issue. Tel: 0344 381 4772 e-mail: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

### Advice and support networks

Internet Watch Foundation – For reporting online images of child sexual abuse. [www.iwf.org.uk](http://www.iwf.org.uk)

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Victim Support – Report hate crime in Wales. [www.reporthate.victimsupport.org.uk](http://www.reporthate.victimsupport.org.uk)

CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected. [www.ceop.police.uk](http://www.ceop.police.uk)

NSPCC – National Society for the Prevention of Cruelty to Children. [www.nspcc.org.uk](http://www.nspcc.org.uk)

Tel 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue. [www.mhmbcb.com/index.htm](http://www.mhmbcb.com/index.htm)

Challenging bullying Rights, respect, equality – statutory guidance for governing bodies

#### Children and young people

Heads Above The Waves – Support for children and young people suffering depression or self-harming. <http://hatw.co.uk/straight-up-advice>

#### Parents/carers

Internet Matters – Advice on online issues for parents/carers and children and young people. [www.internetmatters.org.uk](http://www.internetmatters.org.uk)

#### Resources for schools

EACH (Educational Action Challenging Homophobia) – Provide services to inspire lesbian, gay, bisexual and trans equality. <https://each.education>

Show Racism The Red Card – Training and resources to tackle racism in society. [www.theredcard.org](http://www.theredcard.org)

The ACE Support Hub Wales – Toolkit for school staff on ACEs. [www.wales.nhs.uk/sitesplus/888/page/88504](http://www.wales.nhs.uk/sitesplus/888/page/88504)

South West Grid for Learning (SWGfL) – Self-evaluation tool for schools and guidance. [www.swgfl.org.uk](http://www.swgfl.org.uk)

#### Other

School Beat – All Wales School Liaison Core Programme. [www.schoolbeat.org/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme](http://www.schoolbeat.org/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme)

Children in Wales – [www.childreninwales.org.uk/our-work/bullying](http://www.childreninwales.org.uk/our-work/bullying)

Children’s Commissioner for Wales – [www.childcomwales.org.uk](http://www.childcomwales.org.uk)

Time to Change Wales – Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination. [www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill](http://www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill)

#### Online issues

Childnet International – Support on all aspects of online safety. [www.childnet.com](http://www.childnet.com)