



Eldersfield Lawn CE Primary School

LIFE

Living and Inspiring Futures for Everyone

“Start children off on the way they should go, and
even when they are old they will not turn from it.”

Proverbs 22:6

Anti-Bullying and Racist Incidents Policy

Responsibility: Governing Body

Agreed: September 2026

To be reviewed: September 20276

ANTI-BULLYING AND RACIST INCIDENTS POLICY

The Principles

The governing body at Eldersfield Lawn CE Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We aim to provide a safe and secure environment where all children can learn without anxiety and where measures are in place to promote positive relationships and reduce the likelihood of any bullying. We therefore do all we can to prevent this by developing a school ethos in where positive behaviour is promoted and where bullying, including any racial incidents are regarded as unacceptable.

We strive to work in partnership with parents to enable their children to fulfil their potential and to prepare them to face the challenge of the future.

We expect the children to behave, work well and take responsibility for themselves and others by creating a caring, learning environment in the school by:

Aims

1. Promoting good behaviour;
2. Promoting self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect;
3. Ensuring fairness of treatment for all;
4. Encouraging consistency of response to both positive and negative behaviour;
5. Promoting early intervention;
6. Providing a safe environment free from disruption, violence, bullying and any form of harassment, including any racial comments;
7. Encouraging a positive relationship with parents and carers to develop a shared approach and involving them in the implementation of the school's policy and associated procedures.

Purpose

School and parents are responsible for teaching values as well as knowledge and skills.

To set clear, acceptable and appropriate levels of behaviour as made explicit in our Appendix summary and through our LIFE vision and Christian values.

It is necessary that we all conduct ourselves in accordance with the values of the religious status of the school and those within the PSHE (Jigsaw) policy.

We believe that this anti-bullying and racial incidents policy will contribute to a caring and positive atmosphere within our school.

Expectations

- Codes of conduct: Rules which are reached in agreement with the classes at the beginning of each academic year and reviewed annually.
- Adhere to rules in relation to playtime activities and in line with our school behaviour policy.
- Showing respect and politeness to everyone.

Rewards

Our school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this through the motivational role they have in helping pupils to realise that good behaviour is valued. The emphasis on praise both formal and informal to individuals and groups is acknowledged and good behaviour is rewarded by a range of means depending on individual classes, teachers and the context.

Communication with parents and agreeing sanctions (links will be made to our behaviour policy and guidance)

- home school books
- phone calls
- in person at the end of the school day
- by arranged appointment

Children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour: fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

School recognises that negative behaviour which is displayed or shown towards others could be a sign that for some children there is an unfulfilled need and that the behaviour is communicating that there is a problem. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help. There will be regard for the SEND Code of Practice and the Equality Act.

Involvement from outside agencies

Eldersfield Lawn school will work positively with external agencies to seek appropriate support to ensure the needs of all pupils are met. This support also links to the Keeping Children Safe in Education document (revised annually each September) and Working Together to Keep Children Safe (July 2019).

Definition of Bullying

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.” (DCSF ‘Safe to Learn’ resource 2007).

Bullying may be related to:

- Race, ethnicity, religion or culture
- Special educational needs or disability
- Appearance or health
- Circumstances e.g. young carers
- Sexual harassment or sexism
- Sexting

Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
- Verbal (name calling, racist, sexist or homophobic remarks)
- Indirect (spreading rumours, exclusion from social groups, tormenting text messages/emails)

Bullying is behaviour which happens on a regular basis making it difficult for the person concerned to defend themselves. The school works hard to ensure that all pupils know the difference between bullying and simply ‘falling out.’

Legal Framework

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspectors Act 2006 and for racial incidents, the Equality’s Act 2010 which promotes the elimination of discrimination, advance equality, and fostering good relations with everyone. Every school must have measures to encourage good behaviour and prevent all forms of bullying, including racial bullying amongst pupils.

Early signs of distress

Things to look out for:

- Uncharacteristic changes in temperament
- Becoming uncharacteristically withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Attention seeking
- Erratic attendance
- General unhappiness/anxiety/fear
- Uncharacteristic late arrival at school
- Uncharacteristic reluctance to attend school

Framework for promoting an anti-bullying ethos

We aim to ensure that pupils are aware that their bullying concerns, including any racial bullying will be dealt with sensitively and effectively.

We:

- Encourage the caring and nurturing side of children
- Work within a caring, co-operative ethos throughout the whole school
- Discuss friendships and bullying through 'Circle time' and PSED (Personal, Social and Emotional Development) opportunities across the curriculum and within class, key stage and whole school assembly
- Raise issues through class discussions/school council
- Discuss non-violent and assertive strategies
- Promote creative/enjoyable playground activities and ensure adequate supervision
- Positively encourage caring and discourage bullying
- Share policy and practice with parents and all within the school
- Work with outside agencies

The Role of the Teaching and Support Staff

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

All the staff in our school have a zero-tolerance approach to all forms of bullying, and seek to prevent it from taking place. Adults make records of any serious incidents which may happen during the school day using the school proforma.

If a teacher witnesses an act of bullying, they will investigate this first and if required refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, so that the child is encouraged to change his/her behaviour in future and the Head teacher is informed. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies. At this stage, we will also invite the child's parents into school to discuss the situation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The Jigsaw scheme for PSHE is used in each year across the whole school and during Anti-Bullying week. The weekly Friday Celebration assembly is used to praise, reward and celebrate the success of all children to help create a positive atmosphere.

The Role of the Head Teacher

It is the responsibility of the Head teacher to implement the school anti-bullying policy 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. All copies of records where incidents have not been resolved by the class teacher will be held centrally by the Head teacher in the Bullying and Racist incidents folder to be monitored.

The Head teacher will report to the governing body at Governors' meetings when appropriate.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.

The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

The Role of the Governors

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

The governing body monitors incidents of bullying if they do occur. The governors require the school to keep accurate records of any incidents of bullying and for the Head teacher to report to the governors on the effectiveness of school anti-bullying strategies.

A parent who has concerns with the way the school has dealt with a bullying incident after they have spoken to the school staff and Head teacher can ask the Chair of Governors to look into the matter further. The governing body will acknowledge any concern immediately and respond formally to a parent within ten working days to investigate incidents of bullying. In all cases, the governing body will notify the Head teacher and will ask them to conduct an investigation into the case and to report back to a representative of the governing body within an agreed time frame.

The Role of Pupils

It is recognised how hard it is for a child who is being bullied to tell anyone about it. However, children are encouraged to stand up and speak out against bullying to an adult in confidence if they themselves or they believe another child is being bullied.

Pupils are involved in telling us their views and helping us deal with a range of school issues, including bullying and cyber-bullying through class discussions and via the School Governors (although no specific individuals will be discussed.)

Advice for parents from the Department of Education's published document on Cyberbullying is also shared with parents via the school website to offer advice.

Involvement from outside agencies

Eldersfield Lawn CE School will work positively with external agencies to seek appropriate support to ensure the needs of all pupils are met.

Resources for Children and Parents

Equality's Act 2010

NSPCC: Provides information on Keeping Children Safe and guidance for parents.

Anti-Bullying Alliance: Provides advice for parents

Young Minds: Provides advice for parents to improve the emotional health of children

DCSF: Safe to Learn document 2007 was replaced with the DfE advice in 2011, although this is still a useful resource

DfE: Keeping Children Safe in Education (revised annually)

Working Together to Safeguard Children (July 2019)

Mental health and behaviour in schools (November 2018)

Success Criteria

- ✓ Staff, children and governors know and understand the policy
- ✓ Parents have been informed of the policy

Monitoring and Review

This Behaviour and Anti-Bullying policy is the governors' responsibility. The Head teacher will analyse information shared for any patterns of people, places or groups if any incidents arise.

This policy has been created following discussions and involvement with staff, children, parents and governors. It will be monitored and reviewed annually to ensure its operation is effective, fair and consistent.