



Anti-bullying Policy

Policy Owner	Miss A. Hanley
Date Approved	25 th September 2023
Chair of Governors Name	Mr S Hill

Admin use only

Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and wellbeing is “everyone’s business” across the whole school community.

Introduction

It is a government requirement that all schools have an Anti-Bullying Policy. The Education and Inspections Act 2006 states that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Aims and objectives

At Loxdale Primary School we say 'no' to all forms of bullying. We believe that all pupils have the right to learn in a safe and secure , environment without the fear of being bullied.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition of bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying'

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos.



Loxdale Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by Loxdale Primary School as being a form of child-on-child 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".
- * We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- * All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- * Bullying related to physical appearance
- * Bullying of young carers, children in care or otherwise related to home circumstances
- * Bullying related to physical/mental health conditions
- * Physical bullying
- * Emotional bullying
- * Sexualised bullying/harassment
- * Bullying via technology, known as online bullying or cyberbullying
- * Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - * Bullying related to race, religion, faith and belief and for those without faith
 - * Bullying related to ethnicity, nationality or culture
 - * Bullying related to Special Educational Needs or Disability (SEND)
 - * Bullying related to sexual orientation (homophobic/biphobic bullying)
 - * Gender based bullying, including transphobic bullying
 - * Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Common forms of bullying comprise of:

Physical - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

Verbal - name calling, repeated insults, racist taunts, teasing.



Indirect - spreading nasty rumours, excluding from social groups, display of offensive material or graffiti. Cyberbullying via email, social media, mobile phones etc.
Child on Child- behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

Indicators of bullying:

- Reluctance to come to school.
- Fear of walking to and from school.
- Decline in standards of work.
- Change of personality - quiet, withdrawn, unhappy, eating less.
- Difficulty sleeping or frequent nightmares.
- Unexplained bruises or scratches.
- Distressed, but unable to talk about it.
- Sudden loss of friends or avoidance of social situations.
- Depression.

If a child displays any of these signs it could indicate that they are being bullied. However, it is normally a combination of symptoms rather than one isolated incident that is indicative of bullying.

Bullying in any form is unacceptable at Loxdale Primary School. All staff will act swiftly to investigate any incidents brought to their attention.

- Children must understand that they have the right not to be bullied.
- Children should know that they can confide in parents/carers or staff if they feel threatened.
- Parents/carers should inform the school immediately if they suspect that their child is the victim of bullying.

School Ethos

Loxdale Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils can learn and fulfil their potential.

Our community:

- * Understands the importance of challenging inappropriate behaviours between peers.
- * Monitors and reviews our anti-bullying policy and practice on a regular basis.



- * Supports staff to promote positive relationships to help prevent bullying.
- * Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- * Intervenes by identifying and tackling bullying behaviour appropriately and promptly.
- * Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- * Requires all members of the community to work with the school to uphold the antibullying policy.
- * Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- * Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- * Seeks to learn from good anti-bullying practice elsewhere.
- * Utilises support from the Local Authority and other relevant organisations when appropriate

Supporting Pupils

Pupils who have been bullied will be supported by:

- * Reassuring the pupil and providing immediate pastoral support.
- * Offering an immediate opportunity to discuss the experience with their teacher, TA or a DDSL.
- * Working towards restoring self-esteem and confidence.
- * Providing ongoing support. This may include working and speaking with staff, offering wellbeing sessions or drawing & talking therapy etc and engaging with parents and carers.
- * Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Services or Mental Health and Wellbeing support via Reflexions MHST

Pupils who have perpetrated bullying will be helped by:

- * Discussing what happened, establishing the concern and the need to change.
- * Informing parents/carers to help change the attitude and behaviour of the child.
- * Providing appropriate education and support regarding their behaviour or actions.
- * If online, requesting that content be removed and reporting accounts/content to service provider.
- * Sanctioning, in line with school Behaviour Policy. This may include:
 - official warnings
 - removal of privileges (including online access when encountering cyberbullying concerns)



- in extreme or repeated cases, fixed-term or permanent exclusions.

* Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children Services or Early Help or support through Mental Health and Wellbeing support via Reflexions MHST.

The role of governors

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

The Governing Board monitors incidents of bullying that do occur and reviews the effectiveness of this 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 anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Governing Board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Board notifies the Head Teacher and asks him/her to investigate the case and to report back to a representative of the Governing Board.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school's anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Board about the effectiveness of the Anti-Bullying Policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this 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 was wrong and should not have happened.

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 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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to a member of the Senior Leadership Team or the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents or carers alongside a member of the Senior Leadership Team.

Any behaviour incident linked to bullying is recorded on ARBOR from level 4, which is dealt with by the class teacher, through to level 7, which is dealt with by the Headteacher. Child on Child abuse concerns/ incidents are also recorded on CPOMS in line with the school's Safeguarding & Child Protection Policy.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately in a restorative manner (Level 4). This may involve wellbeing support for the victim and a consequence for the offender and/or arranging a restorative meeting with both the victim and the offender. This includes talking to the children involved, this will allow the victim to speak about how the incident had made them feel. The offender then can report on how they can repair the harm they have caused. The offender will then have time to reflect on their actions and say how they will change their behaviour in future. If a child is repeatedly involved in bullying, the Head Teacher is informed and the Pastoral Team/SENDCO, where appropriate. The child's parents/ carers will be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as the Multi Agency Safeguarding Hub (MASH) or Early Help Police Officer.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures regarding behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time, along with the delivery of PSHE, is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The school partakes in 'Odd Socks Day' in accordance with the Anti-Bullying



Alliance, where we promote the opportunity to encourage people to express themselves and celebrate their individuality and what makes us all unique.

Anti-Bullying week is given status in the school calendar. Where possible, visitors are sought to come into classes to carry out Anti-Bullying workshops (including workshops on Cyber Bullying). The school employs the service of Loudmouth Theatre or similar companies to deliver such programmes.

The role of parents and carers

Parents and 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. If they are not satisfied with the response, they should then contact an Assistant Headteacher. In the unlikely event issues have not been resolved, parents/ carers could then request a meeting with the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school's website.

Parents and carers have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and through regular school council meetings. This policy has also been discussed and shared with a representative group of pupils from school.

Monitoring and review

This policy is monitored regularly by the Headteacher and SLT who report to governors regarding any incidents and the effectiveness and impact of the policy.

The Anti-Bullying Policy is the responsibility of the governors, and they review its effectiveness annually by ensuring that they regularly monitor and evaluate mechanisms to guarantee that the policy is being consistently applied.

Governors analyse information for patterns of pupils, places and/ or groups. They look out for racist, homophobic, sexist bullying, or bullying directed at children with disabilities or special educational needs.



This policy will be reviewed every two years or earlier if necessary.

Useful Links and Supporting Organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

UK Safer Internet Centre: www.saferinternet.org.uk

Childline: www.childline.org.uk

NSPCC: www.nspcc.org.uk

Report Harmful Content: <https://reportharmfulcontent.com/>

Kick it Out: www.kickitout.org

Changing Faces: www.changingfaces.org.uk

NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk

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