

Loxwood Primary School

Anti-Bullying Policy

Our Vision:

Loxwood School is a collaborative community that believes that every child should be inspired to discover their own talents and believe in their very own, unique potential.

We encourage our children to be curious and to love lifelong learning, ensuring that they are prepared and resilient for the world beyond Loxwood.

We ensure that every child that is part of our school feels safe and happy and understands the importance of kindness in all that they do. Inclusivity is a key part of all of our learning and development at Loxwood.

We pride ourselves in our fantastic outdoor learning space, our ability to offer access to sport for all children, our creativity within the curriculum and our focus on pastoral care and wellness for every child.

Loxwood learners Code:

Our Loxwood learners Code is regularly promoted in assemblies and displayed throughout the school, in our weekly newsletters and on our website.

- We are kind, helpful and polite
- We work hard and try our best
- We listen to others and respond kindly
- We look after each other and our environment
- We are a good friend

In **England and Wales**, under Section 89 of the [Education and Inspections Act 2006](#), maintained schools must have a policy in place to encourage good behaviour and prevent all forms of bullying among pupils. This includes when pupils are not on school premises and are not being supervised by a member of school staff.

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Review and approval by: FGB

Statement of Intent:

At Loxwood Primary School we are committed to providing a caring and safe environment for all our children, so that they come to school happily and are ready for the day ahead. Article 29 of the UN Convention for the Rights of the child states that;

- The purpose of education is to develop every child's personality, talents, and mental and physical abilities.
- Education should teach children to respect their parents', their own and other cultures.
- Education should prepare children to live responsibly and freely in a peaceful society.

We believe that all children;

- have a right to education.
- have a right to be heard.
- have the right to feel safe and protected.
- have the right to feel respected.
- are all responsible members of our community.

Bullying is unacceptable and will not be tolerated in our school and we take all incidents of bullying seriously. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We expect staff and children to be a proactive part of our policy. To speak up if they see another child being bullied and deal with incidents promptly and effectively in accordance with our anti-bullying policy.

What is Bullying?

We use the NSPCC and anti-bullying alliance guidance to define bullying:

Bullying is: defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Intentional
- > Difficult to defend against
- > Involves an imbalance of power

STOP – it happens **S**everal **T**imes **O**n **P**urpose

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying nasty things to or about a child or their family.

Physical abuse:

- hitting a child
- pushing a child

- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Sexual and sexist bullying/ child on child sexual abuse:

- sexual violence – behaviours that are sexual offences
- sexual harassment - such as sexual comments, remarks, jokes and online sexual harassment
- causing someone to engage in sexual activity without consent
- upskirting - typically involves taking a picture under a person's clothing without them knowing
- sexting - consensual and non-consensual sharing of nude and semi-nude images and/ or videos
- harmful sexual behaviour - sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult
- sexism - prejudice or discrimination based upon the idea that a person or a group of persons is inferior because of their sex
- child sexual exploitation - child sexual exploitation is 'where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Bullying is not: the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. Through RSHE lessons we teach the children how to deal with these situations and support them to repair relationships.

Impact of bullying

The emotional effects of being bullied include:

- sadness, depression and anxiety
- low self-esteem
- social isolation
- self-harm

- suicidal thoughts and feelings (Bainbridge, Ross and Woodhouse, 2017).

Bullying can affect children's performance and attendance at school. They may find it hard to concentrate on schoolwork and homework, or be too afraid to go to school (Brown, Clery and Ferguson, 2011).

Bullying can happen at any time or anywhere - a child can be bullied online when they are alone in their bedroom trying to relax or do homework - so it can feel like there's no escape (NSPCC, 2016). This can make it even more difficult for children to cope with being bullied.

Who is involved?

Why children bully others

There are many reasons why children bully others and it's not always a straightforward situation. Some of these include:

- peer pressure and/or wanting the approval of others
- wanting to feel powerful over someone with a perceived disadvantage
- being bullied themselves
- being worried, unhappy or upset about something
- lacking social skills or not understanding how others feel.

Children who bully others may not understand that they are making life difficult for another child, and may find this realisation very distressing. It can be difficult for them to get the support they need to change their behaviour (NSPCC, 2016).

When posting online, children may not consider the impact their actions will have on others. Some children may be more likely to engage in bullying behaviour online as they can create anonymous accounts which may make them feel as if they can't be 'found out'.

Vulnerability factors

Any child can be bullied. Children who are seen by others as 'different' in some way may be targeted (Children's Commissioner for Wales, 2017).

This might be because of their:

- physical appearance
- race
- faith or culture
- gender identity
- sexuality
- disability or additional needs.

(Ditch the Label, 2019)

Or it could be because they:

- appear anxious or have low self-esteem
- lack assertiveness
- are shy or introverted.

It may also be because of a child's family circumstances or home life, for example if they are adopted or in care (Department for Education, 2017) or receiving free school meals (Anti-Bullying Alliance, 2019).

PREVENT

Staff should be mindful that any vulnerable pupil may be susceptible to strong influence and extremist views. When dealing with behaviour staff should always be mindful of the PREVENT training that they have undertaken.

Recognising and responding to bullying

Signs and indicators

Indicators that a child could be experiencing bullying include:

- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

When responding to incidents or allegations of bullying it's important for staff and volunteers to:

- respond impartially and promptly
- listen to all the children involved to establish what has happened
- ensure the child/children feel safe and listened to
- record details of the incident and any actions you've taken
- inform your nominated child protection lead
- inform parents and carers (unless doing so would put a child at further risk of harm)
- provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- ask the child/children who have been bullied what they would like to happen next
- consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation has been resolved
- consult other agencies if appropriate
- report any incidents of bullying to the Governors
- the Headteacher co-ordinates the school's response to bullying who will ensure that incidents are recorded centrally so that any concerning patterns of behaviour can be identified.
- If a parents suspects their child is being bullied, they are asked to meet with the headteacher, who will then investigate the matter and report back to parents.
- Staff take all incidents of bullying seriously and it is logged onto CPOMs under the category, Bullying. These are monitored and analysed by the DSL's/SLT who report back to governors.
- Any child who has been bullied or who is accused of bullying, is offered sessions with our Learning Mentor. We also try to use restorative work where appropriate.

We review our anti-bullying policy and procedures regularly in the light of any incidents that have taken place, any new information learned and best practice.

When responding to online bullying:

- make sure children know not to retaliate online or reply to any bullying messages
- make sure children understand how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
- ask the child if they have shared the bullying content with anyone else (if so, who).

If bullying content has been circulated online, take action to contain it:

- if appropriate, ask the person responsible to remove the content

- contact the host (such as the social networking site) and ask them to take the content down
- contact the [NSPCC helpline](#) for advice about what to do.

If the content is illegal, contact the police who can give advice and guidance.

Key principles for prevention

We aim to create a culture where it is clear bullying will not be tolerated and children feel they can tell someone if they have a problem.

It's really important that from the outset we challenge our own assumptions and have an awareness of our own potential biases to avoid perpetuating them. Left unchallenged, these biases and pre-conceived ideas can be particularly damaging for children and young people. It's important that schools are aware of biases and stereotypes, including adultification bias, which can be described as: "The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children. This is determined by people and institutions who hold power over them."

1. Talk about sexual and sexist bullying and harm.
2. Train staff.
3. Teach consent.
4. Teach and model respectful relationships.
5. Do not allow sexual or sexist name-calling or comments.
6. Discuss online harmful sexual behaviour.
7. Be approachable.
8. Be alert.
9. Communicate with parents and carers.

At Loxwood School we:

- talk to our children about healthy relationships and challenging unhealthy behaviours
- we teach about bullying through our RHE curriculum in an age/stage appropriate way
- we promote sources of help and information such as [Childline](#).

[> View our resources on promoting healthy relationships](#)

[> Visit the Childline website](#)

Our policy is available on our website.

We talk to our children about:

- what bullying is
- how it affects the people involved
- why people bully others
- what bystanders should do when they witness bullying
- the importance of children telling someone if they or someone else is being bullied
- We identify with children what bullying is, what it could look like, the different types and what to do if you or someone you know is being bullied.