



**Be . Build . Become**

# **Bloxham Primary School**

## **ANTI BULLYING POLICY**

**Agreed December 2023 Next review December 2025**

### **Introduction**

At Bloxham Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential.

We expect pupils to feel safe in school. They will understand the issues relating to safety, such as bullying and they will feel confident to seek support from any member of staff or anti-bullying ambassador should they feel unsafe, have worries or concerns. Our School Code of Conduct clearly states that we should show respect for each other at all times and this is continually referred to throughout the year.

We want parents to feel confident that their children are safe and cared for in school and incidents when they arise are dealt with promptly, fairly and efficiently.

### **What we do in school to reduce opportunities for bullying**

As part of our on-going commitment to the safety and welfare of our pupils at Bloxham Primary School we have developed the following to promote positive behaviour and discourage bullying behaviour.

- We listen carefully to children, parents and staff
- We watch behaviour of children carefully in and around school at all times
- We use positive praise, reinforced through strategies that celebrate good behaviour and achievements

- We model exemplary behaviour at all times
- We teach children about bullying, its effects and the importance of working together. The topic of bullying is an integral feature of the 'Jigsaw' Programme (PSHE)
- We challenge the use of offensive language, whether intentionally offensive or not e.g. homophobic, racist and sexist.
- We deliver e safety – regularly revisited by the co-ordinators, through the computing curriculum and in collective worship
- We use Pupil Parliament – facilitates the voice of the child from each year group via various forums. Members have regular meetings and deliver messages in collective worship.
- We conduct regular surveys
- We hold parent information events and support individual parents when appropriate
- We hold an Anti-Bullying week
- We give Staff training and development for all staff
- We offer Counselling and/or Mediation schemes if necessary

### **Roles and Responsibilities**

The Head Teacher has overall responsibility for the policy and its implementation. All staff have day to day responsibility for the consistent implementation of this policy. The Governing Body hold the school to account that the policy is being implemented.

Responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

## **Definition of Bullying**

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

A simple definition for the children is:

**S**everal

**T**imes

**STOP**

**O**n

**P**urpose

## **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

There is a deliberate intention to hurt or humiliate.

There is a systematic abuse of power that makes it hard for the victim to defend themselves.

It is usually persistent over a period of time.

## **The Nature of Bullying**

Bullying is always taken seriously. All bullying is unacceptable.

Bullying is deliberately hurtful. It typically has seven elements:

1. An initial desire to hurt
2. The desire is expressed in action
3. There is an imbalance of power
4. Someone is hurt either physically or emotionally
5. It is without justification
6. It is typically repeated
7. There is evident enjoyment by those who bully

## **Bullying can take place between:**

- children
- children and staff
- between staff
- individuals or groups

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making unwelcome comments
- planned physical aggression
- taking or demanding belongings with threatening language or behaviour
- damaging belongings
- cyber bullying
- gossiping and spreading hurtful and untruthful rumours
- repeatedly excluding people from groups and/ or ignoring them

Bullying can occur between individuals. It can often take place in the presence (virtually or physically) of others who become the 'bystanders'.

### **Cyberbullying – See e-safety policy**

The increasing use of digital technology and the internet has provided new and intrusive ways for bullies to reach their victims. We ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

### **Bullying by race, gender, sexual orientation or disability**

#### **1. Racist bullying**

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as “any incident which is perceived to be racist by the victim or any other

person". A child may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery/mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bring racist leaflets, comics or magazines into school
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with some one because of their ethnic origin

## **2. Sexual Bullying**

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault and police would normally be involved.

### **Sexual orientation**

Pupils do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough.

## **3. Disabilities**

Children with special needs or disabilities are often at greater risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children may not be able to articulate their experiences.

## **Recognising Bullying**

A recent survey showed that bullying in schools is widespread. Although bullying can occur on journeys to and from school, most take place in school. Research shows that 75% of bullying in primary schools takes place in the playground.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties.

A child could have experienced both being bullied or having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

### **Those who bully**

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self-esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feeling of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

### **Those who are being bullied**

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation
- Reduced self-esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation
- A desire to self harm

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of the building

- Fear of going to school
- Underachievement
- Books or clothes destroyed
- Possessions or money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and/or aggressive
- Stammering
- Stealing to pay the bully
- A variety of physical symptoms including cuts, bruising, aches, pains, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective: morale is lower and absenteeism is more frequent.

### **What are the effects of bullying?**

Bullying can be harmful to the bully and the victim. Bullying can affect school work and the behaviour of the victim.

The victim may also show signs of:

Depression

Poor concentration

Producing poor work at school

Behaviour difficulties

Lacking friends

Feeling bad about themselves

Injuries they can't explain

Refusing to come to school

It is important that parents/carers contact the class teacher if a child shows a number of these signs.

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

### **All members of staff**

All members of staff will follow the same procedures outlined above and will inform the relevant class teacher who will also gather evidence.

### **Level 1**

When an incident of potential bullying, as defined above, is reported to:-

#### **A Class Teacher:**

The teacher will speak separately to the children involved, to establish the facts surrounding the incidents. They will also speak to any adults who may have witnessed the incident or its circumstances. Procedures outlined in the Promoting Positive Behaviour Policy will be followed.

### **Level 2**

First incident of bullying – The incident is discuss with each child sepearately by the teacher. We support the victim by making sure he/she is listened to, telling him/her that we are treating the incident seriously, describing how he/she will be helped and explaining how the incident will be dalt with. We treat the bully fairly and describe the reasons we are talking to them. We stay calm and do not make immediate judgements. We explain how we will deal with the incident and how the pupils will be helped.

### **Level 3**

Should a further (or more serious) incident of bullying behaviour occur, Pastoral Support will take a more involved role, in the following way:

- Meet with the children involved, separately
- Speak to all the adults involved
- Speak to the parents /carers of children involved

- Agree with all parties on a practical, supportive way forward to achieve positive behaviour including the setting of targets where necessary and nurture support for both bully(ies) and victim(s)
- Monitor and evaluate the programme of support

#### **Level 4**

If bullying incidents continue or involve serious physical, verbal or emotional elements, the Head Teacher or the Deputy Head Teacher will then consider a more formal fixed or permanent exclusion, as outlined in the LA guidance.

During the whole process the head teacher and staff will ensure that there is continuing support for both the victim and the bully.

#### **Follow up actions:**

Appropriate disciplinary sanctions (in accordance with the School's Promoting Positive Behaviour Policy) will be implemented. These will be graded according to the seriousness of the incident and will send out a clear message that bullying is not acceptable.

Responses may also vary according to the type of bullying and may involve other agencies where appropriate. A range of responses appropriate to the situation will be used.

Communication will be maintained with a person or people who reported the situation as well as parents /carers of the children involved. There is a clear complaints procedure for parents who are not satisfied with the school's actions.

There may be a referral to the Early Intervention Service where appropriate to involve other agencies who may be able to support.

#### **Recording Bullying**

Bullying incidents will be recorded.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and further development of the policy.

#### **Links with other policies**

Promoting Positive Behaviour Policy

Safeguarding procedures and policies

ICT and e-safety policy

Equalities and SEN Policies

PSHE and Citizenship Policy

We believe that our Anti-Bullying Policy should enable our children to enjoy school and develop without the fear of physical, verbal or emotional threat or harm.

### **References Documents and Related Policy/Guidance**

Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)

Childnetinternational – [www.childnet-int.org](http://www.childnet-int.org)

Childnet.org - The UK's safer internet centre

ThinkUKnow- <https://www.thinkuknow.co.uk/>

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

### **National Documents**

Cyberbullying – 2014 DFE 00652-2014(Teachers)

DFE 00655-2014(Parents)

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Prevent bullying –[www.gov.uk/government/publications/preventing-and-tackling bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) - DFE – 00160/2017

Beyond bullying.com/uploads/preventing and tackling bullying

**Local Authority Advice and Guidance**

<https://www.oxfordshire.gov.uk/cms/content/help-if-your-child-being-bullied>

<http://oxcentric.oxme.info/cms/content/bullying-%E2%80%93-where-get-help>

<http://oxcentric.oxme.info/cms/content/oxfordshire-anti-bullying-ambassadors-scheme>

Or contact Oxfordshire LA's Anti Bullying Coordinator

Sue Dooley

Sue.dooley@oxfordshire.gov.uk