



Anti-bullying Policy

2024-2026

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

Policy to promote positive relationships and behaviour ethos we can all be proud of at Langford

Langford Village Community Primary School Anti-Bullying Policy

This policy was developed in consultation with staff, governors, students and parents. It is reviewed and updated every two years and the whole school community is signposted to it on the school website.

Definition

This is our school community's shared understanding of what bullying is.

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- "Badly different", alone, unimportant and/or undervalued
- Discriminated by any differences
- Unable to see a happy or exciting future for themselves

...it **could** be bullying.

When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this **is** bullying."

If someone is made to feel like this, or it is thought that someone feels like this, it will be investigated at the first possible moment. However, we recognise that there are lots of things that make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying. For this reason, we recognise the following two definitions:

1. Bullying is any behaviour by an individual or group that:
 - is meant to hurt, both physically or emotionally – the person or people doing the bullying know what they are doing and mean to do it
 - happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident

- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

(Adapted from Bullying – A charter for Action. DCSF)

2. “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

(Adapted from DfE guidance 2012 “Preventing and Tackling Bullying”)

Practices of bullying

At Langford Village CP School, we recognise that there are many forms of bullying:

Physical – physically hurting (hitting, kicking, shoving, spitting, beating up), stealing or damaging belongings, or threatening to do any of these things

While physical bullying causes harm to a child’s body or property, the below forms of bullying cause psychological harm. All behaviours can undermine and destabilise a child’s sense of themselves, of their place in the school and of their place in the world.

Verbal – name calling, hurtful teasing, threats, slurs, offensive or discriminatory remarks, whether about people or objects. This also includes racist comments or sexual harassment.

Social – spreading hurtful and untruthful rumours or nasty stories, gossiping, rolling your eyes or turning away, excluding from social groups, forcing someone to do something against their will, getting others to ignore or exclude, tormenting, ‘dirty looks’ or producing offensive graffiti

Cyber – sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff at the school

Racial – includes treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names or telling racist jokes

Prejudice-related – bullying or harassment that is homophobic, biphobic, gender based, sexist, sexual or transphobic, racist, discriminating against religion, Special Educational Needs, disabilities, health conditions or a person’s home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other person’s relating to person’s identity

Sexual – leaving someone out; treating them badly, or making them feel uncomfortable because of their sex; making sexist comments or jokes; inappropriate

or unwanted physical contact; verbal comments or cyber messages of a sexual nature

Bullying includes the above but we recognise that it is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

At Langford Village CP School we reject all of the above forms of bullying and will not tolerate them in our school community.

Off-site bullying

Langford Village CP School has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school. The Education and Inspections Act 2006 gives the Head Teacher the power “to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)”.

To help prevent and reduce bullying off-site, Langford Village CP School will:

- Talk to the local community Police Officer about known problems on the street
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping and preventative strategies with parents
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information
- Link with local service providers to share knowledge and best practice

If the school is aware of a bullying incident outside school, staff will:

- Follow the checklist for dealing with an incident as far as possible, depending on the situation, including recording and reporting protocols, and contacting parents/carers
- Provide support and advice to the person being bullied, if they are within our school
- Support and work with the person bullying, if they are within our school
- Inform any other relevant schools or agencies about the concerns and any actions taken
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents
- If children are being bullied by pupils of another school, the //headteacher of that school will be informed and invited to deal with the matter

Discriminatory Language

Discriminatory language of any kind is not acceptable and at Langford Village CP School will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. We will not accept any derogatory language.

When responding to discriminatory language, staff will:

- Talk to the pupil in detail about the language and reiterate that is not acceptable in school, explaining that such language is offensive. Parents are informed by the class teacher. If a parent does not come to school at the end of the day to pick a child up, they will be phoned and spoken to directly.
- Senior Leadership will be informed of the incident by the class teacher
- A written record will be made
- If the language continues, parents will be invited in for a meeting with a senior member of staff, and sanctions will be applied.

Alongside the above, we will use a restorative approach to help repair the harm caused by the incident and help pupils be aware of the impact of their actions.

Dealing with a bullying incident

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly.

Written records of any reported bullying incident are kept, even if after investigation, it turns out not to be bullying. Bullying incidences are kept in a bound and numbered book.

Pupils know that they can report bullying to any member of staff, or by putting a note in the worry box, in the knowledge that it will be taken seriously and dealt with effectively.

If a member of staff feels that they are being bullied, they should report it to their Key Stage Deputy Head, line manager or the Headteacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

Strategies to support those bullied and those bullying

The following strategies are in place to support children who have been bullied:

- Offering immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support through a nurture programme
- Access to specialist interventions and/or referrals to other agencies, for example, Pastoral Support Team, Senior Leadership, SENDCO, CAMHS
- A “safe-place” can be made available
- A named person of the affected person’s choice who can be available as is reasonably possible

- The opportunity to meet with the person bullying for a restorative justice meeting, if appropriate

The following strategies are in place to support and work with pupils who have been bullying:

- Discussing what happened with a member of staff, including and exploration of how and why the pupil became involved, and what needs to be done to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support and training to develop self-esteem issues, empathy, appropriate assertiveness and confidence
- Access to specialist interventions and/or referrals to other agencies, for example: Pastoral Support Team, Senior Leadership, SENDCO, CAMHS, CAHBS,
- A “safe-place” can be made available
- A named person of the affected person’s choice who can be available as is reasonably possible
- The opportunity to meet with the person bullied for a restorative practice meeting, if appropriate

In addition, peer support schemes can be used to follow up support to either party

- Pastoral support sessions (Mrs Hawkes)
- Peer support
- Group work amongst peers, led by staff to tackle underlying issues
- Anti-bullying ambassadors

Preventative Strategies

Monitoring and Review

We regularly monitor levels of bullying through the following measure:

- Follow up each incident to review effectiveness of response
- Undertaking questionnaires and surveys of the whole school community with regard to the effectiveness of this policy
- Systematic recording and review of incident forms
- Daily checks of the worry box
- Careful review of vulnerable groups

This policy is reviewed on a two-year cycle in response to intelligence gathered in the above ways.

Spotting bullying early

A child may indicate by signs or behaviour that s/he is being bullied. This may simply be a feeling that ‘things aren’t quite right’. Staff will investigate if a child:

- Is frightened of walking to or from school

- Begs to be driven to school
- Changes their usual routing
- Is unwilling to go to school
- Begins to truant or feign illness
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay a person who is bullying)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money /lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received
- Becomes withdrawn and is reluctant to say why
- Educational attainment falls
- Perceives comments from others as hurtful
- Displays challenging behaviour

We recognise that signs and behaviours could indicate other problems, but we will consider whether bullying is a possibility.

Education and information

Education and awareness about diversity, discrimination and bullying is delivered through:

- The curriculum
- Jigsaw PSHE lessons
- Junior Citizens/Hazard Alley visit (Year 6)
- Assemblies
- Anti-bullying week
- IT lessons covering e-safety and cyberbullying
- Adults modelling appropriate behaviour towards each other and to children
- Displaying anti-bullying posters produced by the children around the school

Additional strategies

- Include on the agenda at Pupil Leadership meetings
- Every child following the school rules 'Be Ready, Be Respectful, Be Safe'

- Every child working towards our school STARS values: Safe, Thoughtful, Adventurous, Resilient, Smiling.
- Pastoral worker support / Learning Mentor
- Praise and reward system (House Points, Shooting Stars, STARS Awards) to reinforce good behaviour and the anti-bullying work by children
- Encouraging the whole school community to model appropriate behaviour towards one another
- Challenging stereotypes and prejudice through themed assemblies, months or weeks (e.g. Black History Month)
- Recognising vulnerable areas of the school and vulnerable times of the day
- Restorative Practice approaches are used to help resolve issues where appropriate
- Staff constantly reinforce the message to children that bullying is wrong
- All staff are trained to deal with issues related to bullying

More information

This policy is written and reviewed with the School's Positive Behaviour Policy. Both are available on the school website. Parents are notified of this.

Parents/carers are encouraged to contact any member of staff if they suspect bullying is going on.

Date agreed and ratified by Governing Body: 06.03.2024.

	Date
Head teacher	06.03.2024
Chair of Governing Board	06.03.2024