Launton C.E. Primary School

ANTI-BULLYING POLICY

At Launton CE Primary School, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

As a school we are committed to ensuring that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is not acceptable under any circumstances; and is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of our school.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Launton CE Primary School, we expect our children to:

- Be able to grow and develop in safety, and free from prejudice and discrimination
- Be listened to and have their views considered
- Be treated with respect
- Belong and be valued in their community
- See their needs and interests at the heart of everything we all do

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

What is Bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online." - Anti-Bullying Alliance



Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying

The school will respond to bullying and discriminatory behaviour in accordance with the Equality Act 2010 and its other relevant legal duties. We will take particular care to identify and address bullying related to disability, race, religion or belief, sex, sexual orientation and gender reassignment, as well as other forms of prejudice and discrimination. We will make reasonable adjustments for disabled pupils where required and ensure that all pupils are treated with dignity and respect.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Types of Bullying

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

• Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

• Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter (click here to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

• Non-verbal harm – e.g. staring, body language, gestures.

• Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

• Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied; adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- begins stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has distressing nightmares
- feels ill in the morning
- begins to do poorly in school work

- 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 bully)
- has unexplained cuts or bruises
- comes home starving (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 for any of the above
- is afraid to use the internet or mobile phone

School Initiatives to Prevent and Tackle Bullying

We use a range of measures to prevent and tackle bullying including:

• A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations.

• All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.

• At Launton CE Primary School, we have high expectations of behaviour which we promote through our consistent approaches to behaviour, including our school rules which are displayed in every classroom and around the school.

• RE lessons include opportunities for pupils to understand about how we are all unique and made in the image and likeness of God.

• The RSHE programme of study includes opportunities for pupils to learn:

-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- that people sometimes behave differently online, including by pretending to be someone they are not.

-that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

• Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.

• Difference and diversity are celebrated across the school through diverse displays, books and images.

Bullying Outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.' (DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:

- Bullying Outside School
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Education and Inspections Act (2006)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Launton CE Primary School, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Roles and Responsibilities

Staff:

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Launton CE Primary School, we believe that the **behaviour we walk past is the behaviour we accept**. All adults at Launton CE Primary School should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, and inform their class teacher without delay.

Pupils:

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Parents and Carers:

At Launton CE Primary School, we aim to work closely with parents & carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via our Behaviour Policy which can be found on the website. It may be appropriate for class teachers/TAs to communicate anything specific about a child directly with the parent or carer either by telephone or face-to-face depending on circumstances.

We expect all parents and carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents and will always inform them if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents support the actions of the school. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher via the school office either by email or telephone. If concerns remain, parents should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents should speak to the headteacher.

How the School Responds to Reports of Bullying

All reports of bullying will be taken seriously and investigated promptly by an appropriate member of staff. The school will:

- Listen to the pupils involved and take their concerns seriously.
- Establish the facts, speaking to pupils separately where appropriate.
- Record the incident and the actions taken on CPOMS, in accordance with school procedures.
- Inform parents/carers where appropriate, taking account of safeguarding and confidentiality requirements.
- Take proportionate action in line with the school's Behaviour Policy.
- Provide appropriate support to the pupil who has experienced bullying and address the behaviour of the pupil responsible.
- Monitor the situation and follow up to check that the bullying has stopped and pupils feel safe.

Repeated incidents, discriminatory behaviour or concerns that indicate a safeguarding risk will be escalated appropriately. Where behaviour does not meet the definition of bullying, the school will still address it in accordance with its Behaviour Policy and safeguarding procedures.

Involvement of Children's Services in Responding to Bullying

As with other matters involving inappropriate and unacceptable behaviour in school, (or outside but relating to the school) the school may engage with multi-agency information and support with casework sharing, for example with the Education Psychology Service or Child and Adolescent Mental Health Services (CAMHS) and PCHAMS.

Reporting and Recording Incidents of Bullying

Launton CE Primary School records incidents of bullying on MyConcern and analyses patterns of behaviours. Termly feedback is made available for governors via the headteacher's report.

Safeguarding

All bullying incidents must be taken seriously and addressed promptly. Where an incident raises a safeguarding concern, staff must report it to the Designated Safeguarding Lead (DSL) or deputy DSL without delay and follow the school's Child Protection and Safeguarding Policy. The DSL will consider whether early help, referral to children's social care, police involvement or other action is required. Where there is immediate danger, emergency assistance must be sought.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. Where a pupil with SEND engages in bullying behaviour, the school will consider any underlying needs, the support and reasonable adjustments required, and the safety and welfare of all pupils involved. Where appropriate, the school will work with parents/carers and relevant professionals to review the pupil's provision, including considering whether an early review of their EHCP is necessary.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board (and the Local Authority where applicable) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

This policy is reviewed every two years. This policy should be read in conjunction with the Complaints Policy and the Behaviour Policy.

Details of independent organisations which may be useful to parents are available at www.oxfordshire.gov.uk/anti-bullying .

This policy was reviewed and updated in October 2026. Ratified by Governors – 22.10.2026