



# Loughton School

## Anti-Bullying Policy

### 1. Rationale

*'Children have the right to be taught in a safe, caring atmosphere. Teachers and parents must ensure that this happens'* (Elton Report)

Bullying is repeated harassment or aggressive acts, which cause hurt to another. The hurt can be either physical or psychological. It can be inflicted by one child or a group of children. Bullying makes a child feel unsafe because he or she has no choice, no control and there is no time limit to it.

Bullying always involves one person having power over another. The perpetrator will be aware of the way it makes the victim feel. The victim will often feel powerless or out of control.

Bullying is one element of Child on Child abuse (previously known as Peer-on-Peer Abuse).

Children at Loughton have the right to feel safe all the time.

Bullying is not acceptable in any circumstances. Loughton School will not tolerate bullying in any form.

Loughton School recognises that children who bully may do so because they are being bullied themselves or experiencing other problems. This does not condone the bullying but means that staff need to be sensitive to both the needs of the bully and the bullied.

Loughton School acknowledges there are different types of bullying that occur:

- Prejudicial: based on prejudices that a child has learnt, causing them to bullying a particular identified group – this can be race, religion, gender, disability or sexual orientation.
- Direct: is likely to be face to face, it can involve physical harm or name calling.
- Indirect: is when someone undermines another's reputation through rumours or other gossip within their social group. They may exclude that person from activities or ignore them.
- Discriminatory: It is unlawful to discriminate against people with a protected characteristic: age, disability, religion and belief, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation.

- Online (cyberbullying): This bullying will be conducted online usually via social media or texting. It may be done anonymously or openly. It will involve name-calling or putting images online. This type of bullying is difficult to escape from as it follows the child wherever they go.

Some groups of children are particularly vulnerable. Children who identify as LGBT, or those where others consider their behaviour or actions appear to be LGBT, may find they are targeted.

## **2. Guidelines**

The rest of this policy sets out Loughton School's approach to dealing with bullying incidents and the procedures to deal with such incidents.

## **3. Prevention**

- Through our Personal, Social, Health and Education and Citizenship lessons, R.E. lessons, Circle Time and school's assembly themes we aim to develop skills for the child to maintain their personal safety and build positive relationships with others as well as raising self-esteem.
- The National Anti-Bullying week is an annual focus for assembly, with follow-up in each year group.
- Through the core value of our aim, our children should 'become considerate, respectful and aware members of society'.
- Through our behaviour policy, which states that all children should feel safe and happy.
- By ensuring that all staff know what bullying is and how to recognise it.
- Through ongoing vigilance and early intervention.
- By listening to what our children are saying and acting on concerns.
- By having an open-door policy and encouraging children to tell.
- We create a safe space within the school, to support children who may be targeted, this involves a safe area but also encouraging staff to become trusted people, whilst being mindful of professional boundaries.

## **4. What to do if a child thinks they are being bullied**

- Coping with bullying is addressed in our PHSCE lessons and assemblies. Children are given strategies to deal with bullying and are strongly encouraged to talk with a trusted adult about any incidents where they feel threatened verbally or physically.

## **5. Procedures**

All staff, including learning support assistants and mid-day supervisors should be vigilant in preventing and detecting bullying. All reported incidents are taken seriously, and the following approaches may be used:

- Separate the perpetrator and the victim, take note of who was present during the incident
- Be clear about what actually happened.
- Ensure that it is bullying and that there is a power in-balance.
- Interview perpetrator and make clear the seriousness of their actions and impact on the victim.
- Interview victim and encourage them to report any further incidents. Ensure they are confident in how to report further incidents.
- Support to be offered to both parties and opportunity for restorative work given.
- All incidents to be reported to the headteacher/deputy headteacher.
- All incidents must be entered on CPOMS by the person who has dealt with it.
- All incidents to record outcomes and support put in place for both children.
- School's Behaviour Policy procedures and sanctions to be implemented (see Behaviour Policy Document).
- Class teacher to monitor the situation

If bullying persists or the same child is responsible for several incidents involving different children, then the following actions may be taken:

- A member of the Senior Leadership Team interviews perpetrator and contacts his/her parents.
- Consider what is causing this behaviour and how the perpetrator can be supported to understand their behaviour and its impact on others.
- Consider if perpetrator is being bullied themselves or is being harmed themselves.
- Pastoral Care Team are informed.

- Pastoral Care Team implements appropriate strategy.
- Internal suspension.
- Outside agencies, Pastoral Care Team, Senior Leadership Team, class teacher/year leader, parents and child are involved in developing pastoral support.
- Fixed term Exclusion is applied.
- Permanent Exclusion is applied.

If an incident of bullying is severe, an Internal Suspension can be immediately enforced in relation to the perpetrator.

Exclusion and suspension is the final alternative, it is not an action that is taken without due consideration of the impact of all children involved.

Depending on the severity of the incident, the perpetrator could be registered on the SEN register and/or a Pastoral Support Programme implemented, regardless of previous history of incidents or procedures followed.

#### **6. Named Person**

A member of the Senior Leadership Team will be informed and keep a record of all bullying incidents on CPOMS.

#### **7. Recording Incidents**

All incidents of bullying are to be recorded in the Bullying Log, which is part of CPOMS, cross-referenced to perpetrator/s and victim.

#### **8. Monitoring of incidents**

Named person to check record of incidents regularly to help identify patterns of behaviour. Any patterns to be followed up through pastoral support programme.

#### **9. Staff Training and Support**

All staff are trained to recognise bullying, both direct and indirect.

It is important that all staff have knowledge of the procedures and strategies involved in dealing with bullying. Training and support is provided when necessary.

#### **10. Parental Involvement**

We understand that providing an atmosphere that discourages bullying is a partnership between parents and the school. Parents will be informed of behaviour incidents which involve bullying

Parents to be encouraged to allow school to deal with the issues with parental support and not deal directly with the victim or their parents.

**Appendix A**  
**Support from External Agencies**

NSPCC Counselling Service

Healthy Schools

Anti-Bullying Helpline - 01908 686468

Childline - 0800 1111 ([www.childline.org.uk](http://www.childline.org.uk))

Kidscape – 08451 205 204 ([www.kidscape.org.uk](http://www.kidscape.org.uk))

Anti-Bullying Alliance – [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)