



# Goldsworth Trust Anti-Bullying Policy



## Introduction

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils who can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

All institutions, both large and small, contain some pupils with the potential for bullying behaviour, including vulnerable groups e.g. children with SEN, looked after children, young carers, etc. A well-disciplined and organised school can minimise the occurrence of bullying.

## Aims and Objectives

Our School believes that its pupils have the right to a supportive, caring and safe environment in which they can learn effectively, improve their life chances and help them maximise their potential, without the fear of being bullied.

We aim to prevent and deal with any bullying and promote an ethos where bullying is regarded as unacceptable, by:

- raising awareness
- prevention through PSHCE, and other curriculum areas
- consistent response to incidents
- keeping a behaviour log (CPOMs) to identify any repeated behaviours
- support to all community members who may be involved
- developing and supporting home, school and community partnerships

## Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' *Safe to Learn: embedding anti bullying work in schools (2007)*

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 power imbalance that makes it hard for someone to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered particularly in cases of sexual, sexist, racist, homophobic or transphobic bullying and when children with disabilities are involved. If someone could be in danger, then intervention is urgently required.

**Homophobic/ gender-based bullying** occurs when bullying is motivated by a prejudice against anyone from the LGBTQ+ community.

**Racist Bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

**Cyber- bullying** when a person receives messages that make them feel unwelcome, marginalised and excluded.

## What does bullying look like?

### Bullying can include:

Verbal bullying such as

- name calling
- taunting
- mocking
- making offensive comments

Physical assault such as

- kicking, punching, poking, tripping people up etc
- taking or damaging belongings

Indirect such as

- cyber bullying – inappropriate text messaging and e-mailing, sending offensive or degrading images or messages by phone or social networks
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- leaving notes

### Bullying can take place between:

- Young people: peer-on-peer
- Young people and staff
- Between staff
- Individuals or groups

## Signs of Bullying

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or school work, loss of appetite, stomach aches, headaches, soiling/bedwetting

**Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that 'nothing can be done'. It is therefore important that we show that we can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied so extra vigilance is needed for these young people.

## Roles and Responsibilities

It is the responsibility of all staff and pupils to report any signs of bullying

Headteachers have the overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The headteacher must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the headteacher must include measures to be taken with a view to 'encouraging good

behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.'

- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents/carers and staff at least once a year.
- Ensure the pastoral needs of children are met
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises or elsewhere.
- Ensure parents/carers, staff and pupils know who the Anti-bullying co-ordinator is

The Anti-bullying Coordinator at Goldsworth Primary School is Vicky Harbridge

The Anti-bullying Coordinator at St John's Primary School is Sarah May.

Their responsibilities are:

- Policy development and sharing with pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness
- Managing bullying incidents
- Being responsible for ensuring that bullying incidents are recorded and follow-up action has taken place
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying at Goldsworth is Neville Goulton

The nominated Governor with the responsibility for Anti-Bullying at St John's is Jo Parkinson

**All staff must:**

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them.
- Apply the school rewards and sanctions lawfully.
- Report and record any incidents in the school Behaviour log (CPOMs)
- Report any concerns to Senior Management

## **Legal Powers**

**The law empowers:**

- Members of school staff to impose disciplinary penalties for inappropriate behaviour
- Headteachers, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying)
- School staff to use physical force in certain circumstances (Positive Touch training)

## **Strategies for the prevention and reduction of bullying**

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

- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss values/ British values and the appropriate way to behave towards each other, e.g. assembly, circle time, the PSHCE programme.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.

- Encourage pupils to treat everyone with respect.
- Treat bullying as a serious offence and take every possible action to eradicate it from our School.
- Playground buddies
- Staff training and development
- Friendship groups
- Online Safety teaching once a half- term at least in ICT lessons

### **Procedures for reporting and responding to bullying**

Our school has clear systems to report bullying for staff, parents/carers and children, as outlined below.

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, help, support and counselling will be given as is appropriate to both victims and the bullies.

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victim's parents/guardians.
- by offering continuing support when they feel they need it e.g arrange for them to be escorted to and from the school premises.
- by taking one or more of the ten disciplinary steps described below to prevent further bullying.
- by monitoring the situation to ensure that bullying has stopped and that the victim is happy in school

We also support the bullies in the following ways:

- by talking about what happened to discover why they became involved. Informing the bullies' parents/guardians.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the ten disciplinary steps described below to prevent further bullying.
- by monitoring the situation to ensure that the disciplinary steps have been successful

### **Disciplinary Steps:**

1. Impress on the perpetrator that what he/she is doing is unacceptable
2. Deter him/her from repeating that behaviour
3. Signal to other pupils that the behaviour is unacceptable and act as a deterrent to them
4. Informing the Anti-Bullying coordinator, bullies' parents/guardian/carers.
5. Participate in a peer mediation group, e.g. 'Circle of Friends', if appropriate
6. The perpetrator may be internally excluded at set times.
7. We may arrange for the perpetrator to be escorted to and from the School premises.
8. If the perpetrator does not stop bullying he/she will be suspended for a minor fixed period (one or two days).
9. If the perpetrator then carries on he/she will be recommended for suspension for a major fixed period (up to five days).
10. If the perpetrator does not end such behaviour, he/she will be recommended for permanent exclusion.

Bullying incidents will be recorded by the member of staff who deals with the incident, including dates and subsequent action, and this will be stored on CPOMs. 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 development of the policy. This information will be presented to the Governors.

## **Links to other policies**

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Single Equality Policy
- PSHCE Policy

## **Monitoring, evaluation and review**

The success of the Anti-bullying Policy will be reviewed every 3 years or earlier to take account of new knowledge or other changes affecting the school.

## **Wise Owl Club - Breakfast and After School**

“This policy also applies to Wise Owl Club and where it refers to pupils this applies to, where appropriate, all pupils attending the Wise Owl Club”

\*\*Also Staff Handbook applied to Wise Owl employees.

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