



GOODYERS END PRIMARY SCHOOL

ANTI-BULLYING POLICY

This document is to enable the Governing Body of the school to fulfil its statutory responsibilities under Section 175 and that the school complies with legal requirements regarding the safeguarding of children of the Education Act 2002.

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Autumn 2022

Date of next review: Autumn 2024

The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.

Based on good practice identified in WCC's Rachel's Anti-bullying Guide (October 2013)

1 STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

2 WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- relational (spreading rumours, excluding someone from social groups)
- cyber (texts, emails, picture/video clip bullying, instant messaging).

Bullying can be:

- emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- physical - pushing, kicking, hitting, punching or any use of violence
- racist - racial taunts, graffiti, gestures
- sexual - unwanted physical contact or sexually abusive comments
- homophobic - because of, or focussing on the issue of sexuality
- verbal - name-calling, sarcasm, spreading rumours, teasing
- cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, ie camera and video facilities
- disablist – bullying someone because they are disabled and/or have specialist educational needs.

3 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

4 OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

5 SIGNS AND SYMPTOMS

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

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
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has 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 dinner or other monies continually 'lost'
- 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
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

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6 ROLES AND RESPONSIBILITIES

A victim is a person or group that feels unsafe as a result of the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

**It is everyone's responsibility to prevent bullying,
and to make sure that bullying is not tolerated.**

Pupils are encouraged to:

- tell a trusted staff member of any incidents of bullying
- show disapproval towards bullying behaviours
- walk away and get help when a bullying incident is occurring rather than stand by
- be careful about teasing or personal remarks being taken the wrong way
- give support to students who have experienced bullying.

Teachers will:

- take bullying seriously
- support students who are being bullied
- to listen to all parties involved in incidents and investigate as fully as possible.
- reinforce to children that it is ok to tell
- explicitly teach as part of the curriculum what bullying is and isn't, assertive things to do if they are being bullied, and ways that pupils can help stop bullying
- address bullying behaviour immediately
- refer pupils involved in bullying to Phase Leaders or SMT members
- support pupils in changing their behaviour
- to foster by example the values we as a school believe in.

The Senior Leadership Team will:

- take bullying seriously
- mediate between bullies and victims
- inform and engage parents in the process
- make debriefing sessions available to staff as appropriate
- make professional development available to any staff as appropriate
- refer families or individual pupils to support agencies as appropriate.

Parents should:

- watch for signs of stress or distress in their children
- contact the class teacher if they feel that their child is being bullied.

Parents should not encourage their children to 'hit back' as this makes matters worse. Retaliation may mask any bullying which may be taking place. Children should be encouraged to tell adults in school if they feel that they are being bullied so that the situation can be investigated and the appropriate action taken. This will include support for the child who may be a victim.

7 IMPLEMENTATION

Schools

The following steps may be taken when dealing with incidents:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
2. A clear account of the incident will be recorded and given to the headteacher.
3. The headteacher will interview all concerned and will record the incident.
4. Parents will be kept informed.
5. Punitive measures will be used as appropriate and in consultation with all parties concerned.
6. If necessary and appropriate, police will be consulted.
7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
8. An attempt will be made to help the bully (bullies) change their behaviour.

Pupils

Pupils who have been a victim of bullying will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have displayed bullying behaviour will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken dependent on the nature of the incidents:

1. official warnings to cease offending
2. internal isolation
3. minor fixed-term exclusion
4. major fixed-term exclusion
5. permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

8 OUTCOMES

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Parents/carers of bullied child(ren) notified that investigation is complete. Outcomes relayed as far as appropriate.

9 PREVENTION

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- actively participating in anti-bullying week
- including online safety as an integral part of the school's curriculum
- providing an online safety leaflet for parents.
- delivering Protective Behaviours lessons to all children to inform them of how they can keep themselves safe and to raise their confidence and self-esteem.

10 MONITORING, EVALUATION AND REVIEW

The school will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Data will be collected in the following ways:

- records of incidents
- frequency of incidents
- surveys of parents, pupils and staff.

HELP ORGANISATIONS (click links below for websites):

[Advisory Centre for Education \(ACE\)](#)

[Children's Legal Centre](#)

[KIDSCAPE Parents Helpline](#)

[Family Lives](#)

[Youth Access](#)

The Kidscape website www.kidscape.org.uk also has links and advice if you need further support.

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