

Gorse Hill Primary School Anti-Bullying Policy



Consultation History

Date:	January 2017
Reviews:	November 2017
Senior Leadership Team	January 2017 September 2017
Teaching Staff	29/11/17
Non-Teaching Staff	29/11/17
Pupils and Anti-Bullying Ambassadors	Summer 2017, November 2017 (anti-bullying week)
Curriculum Committee/HWBT	Update to be shared: Jan 2018
Full Governing Body	Update to be ratified: March 2018
Publish to	Website and Shared drive
Next Review of Policy	January 2019

1. Aims of our policy

At Gorse Hill Primary School, we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We are committed to a policy of inclusion, equality and justice. We believe that bullying behaviour is totally unacceptable and it will not be tolerated. We believe that where bullying is challenged effectively, pupils will feel safe and happy and we will demonstrate a school that cares.

We are a TELLING school. All pupils should be able to tell and know that incidents will be dealt with promptly and effectively. It also means that anyone who knows bullying is happening is expected to tell the staff.

Bullying is A deliberately hurtful act, repeated over a period of time making it difficult for victims to defend themselves against.(DFE Don't Suffer in Silence).

If the policy is to work:-

- Everyone must know what the policy is
- The policy must be applied consistently
- Everyone must believe in the policy

2. Definition of bullying:

At Gorse Hill Primary School we see bullying as:-

- When a child is repeatedly singled out to be 'picked on' either physically, verbally or psychologically
- Where the actions are deliberate and sustained
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

We see bullying as a shared problem. We encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

3. Types of Bullying

Bullying behaviour can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- **Physical** – by being hit, pushed, tripped up, punched, spat at or touched against one's will; made to give up money or belongings; having property, clothes or belonging damaged; hiding possessions, being forced to do something they don't want to do.
- **Verbal** – Name calling, teased, taunted, insulted about their background, e.g. race, religion, culture or disability; insulted about their family, unkind remarks about someone's work or school achievements, whispered comments, spreading nasty or false rumours, making or having offensive comments directed at them about personal appearance
- **Emotional/Silent** – by having nasty stories told about them; being left out, ignored or excluded from groups, being sent unpleasant notes or made the subject of graffiti. Incitement of others to become involved in bullying.
- **Electronic / 'cyberbullying'** - Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This is not tolerated at this school. There are lots of ways cyber bullies can target someone, e.g. via text message; instant messenger services; social network sites; email; images or videos posted on the internet or spread via mobile phones.
- **Racial** – Racial taunts or remarks or any other negative comment about someone's religion, race or cultural background.
- **Sexual** – Unwanted physical contact, sexually abusive comments, homophobic insults or comments.

Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) people and can be experienced by;

- Young people who are or who are thought to be LGBT
- Young people who are different in some way and who may not act like others
- Young people who have LGBT friends or family or their parents/carers are gay
- Teachers who may or may not be LGBT

Gorse Hill Primary recognises that homophobic bullying looks like other bullying but may include;

- Verbal abuse- including spreading rumours that someone is gay
- Physical abuse- including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying- using on-line spaces to spread rumours about someone or exclude them (This can include text messaging including private and video messaging)

Staff will also challenge casual homophobic language and will ensure anyone who makes persistent remarks is sent to an appropriate member of staff for reflection time and is made to understand the consequences of their behaviour.

Sexist, Sexual and Transphobic bullying and Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women or subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual Bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments, including 'Sexting' sexual bullying via a mobile device or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to a typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, Gorse Hill will be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

4. Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives.

5. Preventing Bullying

At Gorse Hill Primary School, we believe an Anti-Bullying Policy is about being proactive as well as reactive and we seek to actively prevent bullying.

In order to eradicate bullying, the school promotes an anti-bullying ethos with the intention of safeguarding pupils' rights and deterring anti-social and unkind behaviour. The school raises awareness of the nature of bullying through the curriculum, personal development, mentoring and assemblies. Through the following preventative strategies and planned curricular opportunities, we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Actively developing an ethos in school where we deplore bullying and are 'proud' that bullying is not tolerated in our school
- Active Behaviour Policy that is implemented consistently throughout school and a reward system for positive behaviour. All staff will praise and encourage cooperative behaviour. (see Behaviour Policy)
- Awareness raising through Anti-Bullying week, assemblies and lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying messages embedded throughout the academic and pastoral curriculum and through Anti Bullying Week in November each year
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Positive action to prevent bullying within PHSE, SUMO, Computing and within other curriculum areas.
- Pupil consultation – through questionnaires, School Council and Anti-Bullying pupil ambassadors
- Positive role models reflected through staff behaviour by showing that it is better for everyone to respect and care for each other.
- Developing and supporting home, school and community partnerships
- Anti-Bullying posters and displays will be evident around school.

- Staff will encourage pupils to report any bullying, either of themselves or others.
- All pupils are encouraged to take part in extracurricular and enrichment activities which encourage self-esteem.

6. Procedures for Reporting and Responding to Bullying

It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

- All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.
- Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. **All allegations will be listened to, taken seriously and acted upon.**
- In the first instance, where a school rule is broken, the member of staff must follow our school ***Behaviour Policy***.
- Where an incident of reported bullying occurs, this must be reported to the class teacher.
- The class teacher will then investigate and take action according to our school policy. If bullying is identified or if potential bullying is suspected the class teacher will inform the Head Teacher and Deputy Head teacher and then implement ***Stage 1: Responding to Bullying Incidents***.

7. Responding to Bullying Incidents

(See Procedures for Addressing Bullying Behaviour Flowchart)

Stage 1

When bullying has been reported or observed then the following 7 steps will be taken:

- 1. Interview with the victim.** When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings and ask the victim to explain, in their own words, about what has been happening. The teacher explains that he/she will meet with the pupils involved and will explain the problem and the way the victim has been feeling.
- 2. Interview the pupils involved.** The teacher arranges to meet with the pupils who have been involved, this may include by-standers. Initially the teacher will speak to the pupils involved separately and then convene a meeting that will include bystanders or colluders who joined in but did not initiate bullying.
- 3. Explain the problem.** The teacher tells them about the way the victim is feeling.

- 4. Share responsibility.** The teacher states that they know that the group are responsible and can do something about it.
- 5. Ask the group for ideas.** Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives positive responses which will encourage improved behaviour in the pupils involved. The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.
- 6. Feed back to the Victim –** The Teacher reassures the victim about the outcomes of the meeting with the other pupils and tells them about the next steps. The teacher will check on the victim's feelings on a regular basis and will encourage them to talk to adults in school, friends or family if issues continue to arise or concern them.
- 7. Meet them again.** About a week later the teacher discusses with each pupil, including the victim, how things have been going. They arrange to meet with them again to see how things are going on.

The above procedure is Stage 1. The class teacher is to record Stage 1 on the 'Serious Incident Record sheet', give a copy to the DHT or HT who will record on CPOMS for all the children involved. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are implemented.

Stage 2

The class teacher informs the DHT/AHT, one of whom who convenes meetings with the class teacher and parent/carers of both the victim and the perpetrator. A plan of action will be agreed, implemented and monitored by both the class teacher and the DHT/AHT. The Head teacher is also informed. All actions are recorded on CPOMS.

Stage 3

The class teacher and DHT/ AHT inform the Head teacher who convenes further meetings with the parent/carers of both the victim and the perpetrator. The Head teacher informs them about seriousness of consequences if behaviour is not immediately addressed. Situation monitored and reviewed within agreed timescale.

Stage 4

A meeting is arranged with the Head teacher, external agencies are also contacted e.g. Behaviour Support Team, Longford Park Outreach Team, Educational Psychologist, Police (If a child is over 10 years of age they are criminally

responsible). Pastoral Support Plan (PSP) is put in place, possibly leading to a fixed term exclusion

8. Roles and Responsibilities

a. The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors annually on the number of instances of bullying and the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

b. The Role of the Head teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

c. The Role of Staff

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Classroom staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Where a potential bullying incident is reported, staff will follow 'Procedures for Addressing Bullying Behaviour' flowchart' (**Appendix 1**) and record / date all actions taken to eliminate the bullying behaviour.

d. The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

e. The role of Pupils

Without the support of pupils, we will not be able to prevent bullying. That is why our pupils will be consulted in the development of Gorse Hill Primary School as a safe and secure environment for them to achieve and learn. We expect that pupils:

- Will support the Head teacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a "bystander" is not acceptable. Silence supports the bullying and makes the "bystander" in part responsible for what happens to the victim of bullying.

9. Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports annually to governors about the effectiveness of the policy.

Appendices

Appendix 1: Procedures for addressing Bullying Behaviour and incidents

Appendix 2 Serious Incident Record Sheet/Log

Appendix 3 Information for Parents and Families

Appendix 4 Information for Pupils

Gorse Hill Primary School

Anti-Bullying Policy

Declaration

I confirm that I have read and understand the school's Anti-Bullying Policy.

In understanding the policy, I confirm that I agree to the processes and procedures outlined.

I understand that I am responsible for helping to effectively deal with Bullying and should I have any concerns I will raise these immediately with my line manager and/or the Headteacher/Deputy Headteacher.

Signed: _____

Print name: _____

Role within school: _____

Date: _____