



Anti-Bullying Policy

September 2017

Approved by the Governing Body Strategy Group 20/09/17

This Policy is due for renewal in Term 1
2018–19

ANTI-BULLYING POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE - INTRODUCTION

1.1 Godinton Primary School champions the right of every child to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe.

This policy outlines what Godinton Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

1.2 We acknowledges that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual and that all members of the school community are expected to be aware of the impact that bullying has on children and the need to prevent and respond to bullying effectively.

1.3 Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents and carers regarding their concerns on bullying and deals promptly with complaints. Parents and carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Children's Safeguarding Board and other organisations where appropriate.

SECTION 2 – DEPARTMENT FOR EDUCATION (DFE) GUIDANCE

2.1 This policy has been informed by DfE guidance 'Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies'(July 2017) and supporting documents 'Supporting children and young people who are bullied: advice for schools', 'Cyberbullying: advice for headteachers and school staff' and 'Advice for parents and carers on cyberbullying' November 2014. It also takes into account the DfE statutory guidance

‘Keeping Children Safe in Education’ (2016)

The DFE has published an information pack entitled “Don’t Suffer in Silence” which, as well as providing guidance, makes clear its expectations in relation to schools’ response to the problem of bullying. This message is repeated in the DFE document “Working Together to Safeguard Children” which states “All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies”.

2.2 Further information about bullying of pupils by school staff can be obtained from the Children’s Safeguards Service. This policy has also been informed by the latest Kent Safeguarding Children’s Board Anti Bullying Policy (August 2016).

SECTION THREE – AIMS AND OBJECTIVES

3.1 The key aims of this policy are:

- That children and young people are protected from harm and from all instances of bullying
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society
- That all reasonable steps are taken by the school to prevent, identify and respond to instances of bullying

3.2 At Godinton Primary School we have a commitment to:

- Reducing bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- Closely linking approaches to anti-bullying work within the school ethos and philosophy
- Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, PSHE and E safety policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying
- Provide systematic opportunities to develop children’s emotional skills including their resilience.
- Provide suitable training for staff
- Use appropriate techniques to resolve issues between those who bully and those who have been bullied.

SECTION FOUR – DEFINITIONS OF BULLYING

4.1 The Nature of Bullying

Godinton Primary School upholds the definition of bullying as defined by The Department for Education (DFE) guidance.

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.
(DfE “Preventing and Tackling Bullying”, November 2014)

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent are investigated in line with guidance contained in both the Behaviour and Discipline policy and this Anti-Bullying policy in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DfE Guidance 10/99 Social Inclusion: Pupil Support advises that
“Bullying is usually part of a pattern of behaviour rather than an isolated incident”.

4.2 Forms of Bullying

4.2.1 It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children’s behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

4.2.4 Increasingly cyberbullying is an issue for schools to address. The issues connected with this are addressed through the school’s E safety Policy. Children learn about the implications of different forms of cyber-bullying such as sending unpleasant text messages or emails. The wider search powers included in the Education Act 2011, give teachers stronger powers to tackle cyberbullying by providing specific power to search for inappropriate files on electronic devices including mobile phones. Separate guidance on this is available from the DfE.

SECTION FIVE – WHO IS BULLIED?

5.1 All children are potential victims of bullying. This policy covers all types of bullying including bullying related to:

- race, religion or culture,
- **SEND** (Special Educational Needs or Disability)
- Appearance or physical / mental health problems
- Sexual orientation (homophobic bullying).
- Young carers, children in care of other home related circumstance
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

5.2 All pupils have a right to feel safe within our school environment. Godinton Primary School is aware of the vulnerable groups which exist within our school which could also potentially be victims of bullying. Our equal opportunities policy reinforces how our school is pro-active in working to minimise bullying in all groups within our school community.

We believe that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

5.3 A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about ‘telling’. This group of children includes virtually all children who are ‘Children in Care (CIC)’ in Kent.

5.4 All staff within the school and volunteer helpers are made aware of the named Designated Safeguarding Lead (Jillian Talbot – Headteacher), and how they implement safeguarding procedures, including those relating to reporting concerns about children involved in bullying.

5.4.1 Children in Care (Formerly Looked After Children)

We are proactive in addressing the bullying of Children in Care. We have a named Designated Teacher to promote the well-being and achievement of Children in Care; this is

Sarah Stein (Assistant Headteacher / Inclusion). All staff within our school know the name of this person, and report any concerns of bullying to them. The Designated Teacher is likely to need to liaise with others involved in the care of the child, and seek to promote a change.

All Children in Care have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Children in Care who is experiencing bullying.

Children in Care are the subject of statutory reviews at regular intervals. (Social services led). which specifically asks questions about their care and school experiences, including bullying. The school, in liaison with the parent, foster carer, social worker and the child/young person should pursue any concerns raised during this meeting.

5.5 Racist Bullying

Racist bullying is unacceptable, and in some instances criminal. Under the Race Relations (Amendment) Act 2000 we have a Race Equality Policy, which promotes race equality and we are required to record and report racial incidents. All incidents of racial bullying are logged in school.

SECTION SIX – PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING IN SCHOOL

6.1 Bullying of any kind is not tolerated within our school. By creating a climate of mutual respect we can aim to prevent incidents of bullying. In order to eliminate bullying at Godinton Primary School, we implement the following as whole school practice. :

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all

members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects pupils even when they are not on school premises, for example when using school transport or online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

6.2 When incidents of bullying are ascertained the Headteacher will decide upon the appropriate course of action to take. The school's behaviour and discipline policy outlines the sanctions implemented for inappropriate behaviour and the stepped response taken by the school. The appropriate stage of the disciplinary process implemented will depend on the severity and nature of the bullying incident. The behaviour and discipline policy should be read in conjunction with this policy.

6.3 The following steps may be taken when dealing with incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Headteacher or designated lead
- The headteacher or designated lead will interview all involved and class teachers will be informed.
- Parents will be informed.

6.4 Pupils who have been bullied may be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Being given opportunities to work with staff to discuss how to respond to incidents and how to build resilience as appropriate.
- Reassuring the pupils and providing ongoing support – this might include working with the emotional literacy coordinator.

- Restoring self-esteem and confidence

6.5 Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents and carers to help change the attitude and behaviour of the child
- Providing appropriate education
- Sanctioning in line with the school's behaviour and discipline policy.

6.6 When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at school systems and contacting the service provider and the police if necessary. The school will work with parents when cyberbullying is taking place outside of school via sites not approved by the school e.g. Facebook.

If content posted online is offensive or inappropriate and the person or people responsible are known, then the school will request that it is removed. The school will work with site providers and parents on this matter.

6.7 Parents will be offered the opportunity to discuss events with school staff who will offer reassurance and support as appropriate. The school will aim to make parents feel confident that their concerns are being dealt with seriously.

SECTION SEVEN – BULLYING INCIDENTS WHICH OCCUR OUTSIDE OF SCHOOL

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. This also includes cyberbullying.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in ‘Behaviour and discipline in schools – advice for headteachers and school staff.’

SECTION 8 – INVOLVEMENT OF PUPILS

At Godinton Primary we:

- Ensure children know how to express worries and anxieties about bullying.
- Support to children who have been bullied.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.

- Look for opportunities to canvas children and young people’s views on the extent and nature of bullying.
- Involve children in anti-bullying campaigns and activities in school.
- Publicise the details of helplines and websites.
- Work with children who have been bullying in order to address the problems they have.

SECTION NINE – LIAISON WITH PARENTS AND CARERS

At Godinton Primary we:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Encourage involvement of the Family Liaison Officer where appropriate.

SECTION TEN – ROLES AND RESPONSIBILITIES

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

10.1 The Role of Governors

10.1.1 The Governing Body supports the Headteacher and the school community all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying taking place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

10.1.2 The Governing Body monitors the incidents of bullying that occur, and reviews the

effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. This are reported officially to the Governing Body.

10.1.3 The named Anti-Bullying Governor is Simone Williams – King.

10.2 The Role of the Headteacher

10.2.1 It is the responsibility of the Headteacher 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

10.2.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher will oversee the implementation of the behaviour and discipline policy that outlines sanctions for bullying and other incidents of unacceptable behaviour.

10.2.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

10.2.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely.

10.2.5 The Headteacher will take seriously all allegations of bullying made by parents/carers, will investigate thoroughly and will communicate findings to parents / carers.

10.2.6 The Headteacher keeps a log of incidents of unacceptable behaviour that has taken place in school, including any incidents of bullying.

10.3 The Role of the Teacher

10.3.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

10.3.2 If teachers witness an act of bullying or become aware of an issue this is reported to the Headteacher or Assistant Headteacher. Records are kept by agreed individuals if incidents of bullying have been ascertained.

10.3.3 Teachers support all children in their class and 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. Teachers also help to develop the resilience, self-esteem and confidence of children.

10.4 The Role of Pupils

10.4.1 Children's views on bullying are important in the development of this policy. The views of children are ascertained individually, through discussions with their class teachers or with the school Governors and through the School Council.

10.4.2 The children participate in activities to promote anti-bullying awareness for national events such as Anti-bullying Week.

10.4.3 We believe that all our children:

- Have the right to attend school
- Have the right not to be afraid
- Should all feel happy and safe at school
- Should all be able to trust the staff to act on their behalf
- Should know the school's code of conduct about bullying
- Should be respected by other pupils and staff

SECTION ELEVEN – LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES AND WITH LEGISLATION

11. 1 This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

11. 2 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to)

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

SECTION TWELVE – SUPPORT AVAILABLE

Further support can be accessed for pupils and parents.

12.1 Support for Schools

12.1.1 Some, information and training can be accessed from the Attendance and Behaviour Service, the Advisory Service and by the Psychology Service.

12.1.2 Kent Safe Schools (Now Known as project Salus)

Project Salus offers practical help and support to schools wanting to involve pupils in actively tackling bullying.

12.2 Support for Parents / Carers and Children

12.2.1 Project Salus

Some information for parents is available on the Project Salus website.

12.2.2 Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) KPPS' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on 03000 41 3000.

12.2.3 Posters advertising various anti-bullying and other children's charities (e.g. NSPCC) are displayed around school.

SECTION THIRTEEN – MONITORING AND REVIEW

13.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

13.2 We will review this Policy annually as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE, the Anti-Bullying Alliance and The Kent Safeguarding Children Board to inform our action planning to prevent and tackle bullying.

13.3 This policy should be read in conjunction with the school's policies on Child protection, behaviour and discipline, racial equality and equal opportunities.

SECTION FOURTEEN – EQUAL OPPORTUNITIES AND RACIAL EQUALITY (Refer also to these specific policies)

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.