

# Anti-Bullying Policy



*Learn today, fly tomorrow*

Recommended by	C Cooke
Approval date	Nov 20
Review date	Nov 23

## Record of changes

<b>Date of change</b>	<b>Changes made</b>
Feb 2015	Added homophobic bullying
Sep 2018	Took at the word 'preferences'
Nov 20	No changes

## **Anti-Bullying Policy**

### **Definitions**

***Bullying is unprovoked, deliberately hurtful behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.***

The three main types of bullying are:

physical (hitting, kicking, theft)

verbal (name calling, racist remarks)

indirect (spreading rumours, excluding someone from social groups)

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.

### **Cyber Bullying**

Cyber bullying is when bullying takes place using electronic communication such as mobile phones or social media. It is often the sending of messages of an intimidating or threatening nature.

Mobile phones are not allowed in school and so it is highly unlikely that children will be subjected to this kind of bullying during school hours. Also, our internet access is filtered and supervised by teachers and emails are only sent and received on teachers' accounts. Children are taught how to use our internet safely. Any inappropriate comments would result in sanctions.

However, outside school this kind of activity does take place and we should be aware that cyber bullying may contribute towards a pupil's sense of victimisation. It is important that children should feel at ease to tell their class teacher of any instances that suggest they could be subjected to this kind of bullying.

### **Homophobic/Biphobic/Transphobic Bullying**

Homophobic/Biphobic/Transphobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexual orientation or gender identity. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

The use of such language in school will not be accepted and treated as bullying if the language is repeated.

### **Policy Aims**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

### **Roles and Responsibilities**

#### **The Governors will:**

- be well informed through the leadership of the Headteacher

- support the staff in implementing the school's policy for Anti-Bullying
- monitor and review progress

**The Headteacher will:**

- set high expectations of zero tolerance for bullying
- monitor and resolve behavioural issues throughout the school day
- encourage a whole school approach, keeping parents, governors and staff well informed
- report serious incidents to parents
- keep records of bullying and monitor any further incidents

**Staff will:**

- be alert to the signs of bullying and act firmly and promptly against it in accordance with school policy
- plan and teach anti-bullying strategies in accordance with the school's PSHCE Curriculum

**Children will be encouraged to:**

- become aware of the definitions of bullying and its consequences
- develop anti-bullying strategies in line with the PSHCE curriculum
- report incidents of bullying to staff
- discuss the reported incident fully with the member of staff who has been approached

**Parents will:**

- be aware of and support the staff in implementing the school's policy for Anti-Bullying
- bring any signs of bullying displayed at home to the attention of teachers who may be unaware of these developments

**Prevention of Bullying**

At Gorse Covert Primary:

- we establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
- specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- specify clearly what sanctions will follow bullying behaviour
- regularly remind children in assembly of the importance of respectful and caring behaviour to be shown to everyone
- use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum.
- we draw up individual educational programmes for those children experiencing interpersonal and peer relationship difficulties
- we use differentiated personal and social curriculum materials

**When bullying is reported**

Whether it is a child, parent or member of staff that reports bullying, it is always reported to and investigated by the Headteacher (or Deputy in her absence). In many cases, whilst still upsetting for anyone involved, it is just typical child fall outs that wouldn't be considered 'bullying' (repeated incidents, unprovoked, involves a power imbalance and targeted towards the same person). These incidents are still recorded in behaviour logs and the children

spoken to about them. Sometimes it involves enabling the children to see how incidents were provoked and could have been prevented. Consequences may include loss of break times.

With cases that could be considered bullying, the child(ren) involved often don't realise the effect they may be having on the child who is being bullied. This is particularly the case with younger children who are developing their social skills. In these cases, once they have been spoken to about the severity of their behaviour and how it could be perceived, the behaviour usually stops immediately. These cases are recorded and monitored by the Headteacher, initially after one week, and then fortnightly, to ensure there isn't any repetition. Any staff members who come across these children will be informed, so that all further incidents are reported back to the Headteacher.

If the bullying does not stop immediately, the child(ren) and parents will be requested to attend a meeting with the Headteacher to discuss the issue. The child who is doing the bullying would miss a given period of playtime and lunchtimes. Further incidents would lead to fixed term or permanent exclusion from school.

As all incidents are recorded, it becomes clear if the same children are involved in similar incidents. If this is the case, the child and their parents would be requested to attend a meeting with the Headteacher to discuss the behaviour. Repeated records of bullying, but with other children, would be treated as above and could eventually lead to permanent exclusion.

Our prime focus is the effect on the child being bullied and endeavour to keep all children safe in school. Whilst taking the needs of the bullied child into account, our aim is also to educate the bully about the effect they may have on a child, and to teach them how to behave more appropriately towards others. Whilst children who bully others need to receive consequences for their actions, our preference is to teach these children the correct social skills to interact with others effectively. Approaches which are solely punitive are not advisable, since evidence suggests that they do not prevent further bullying.

Further advice and support can be found at;

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.stopbullying.gov](http://www.stopbullying.gov)

[www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying)



