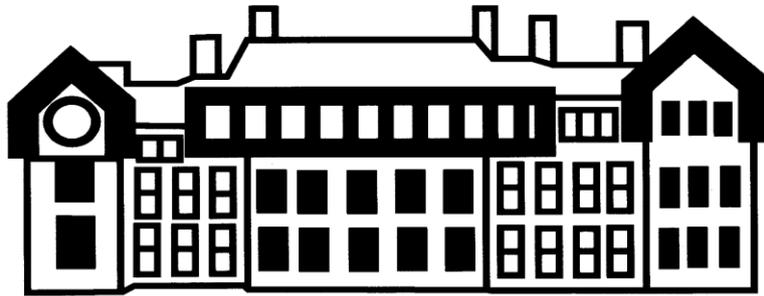


Gordon Primary School

GORDON



SCHOOL

# Anti-Bullying Policy

Ratification date: December 2016

Review date: December 2018

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors

# Gordon Primary School

## Anti-Bullying Policy

### 1 Our Principles and Values

**Mission Statement:** Gordon Primary School is a caring, happy and safe community where everyone is treated with dignity and respect. Our aims are to make the children's time at school enjoyable and successful and to provide a learning environment which is conducive to high achievement. We do this by providing a safe, secure and supportive atmosphere; acknowledging and respecting every child's individuality; planning inspirational learning opportunities and equipping the children with the skills they will need for their future. By working closely with families and other educational agencies we can achieve our aims and ensure that every child reaches their full potential.

**Vision:** For every child to be a positive member of society.

**School Motto:** Be the best you can be.

At Gordon Primary School we promote the following **Values:**

- honesty & kindness
- respect & cooperation
- curiosity & creativity
- ambition & resilience
- empathy & integrity

Please see the following documents for additional information:

- *Behaviour and Discipline Policy*
- *Safeguarding & Child Protection Policy*
- *Inclusion Policy*
- *School Development Plan*
- *Special Educational Needs & Disability Policy*
- *Personal, Social & Health Education Policy*

### 2 Statement of Intent

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear or intimidation. The school operates a zero-tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

### 3 Definition of Bullying

**3.1** The Royal Borough of Greenwich Local Authority's definition states that "bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude." The school has consulted with parents, children, staff, governors, the Local Authority and the Anti-Bullying Alliance in preparing this policy and the definition of bullying contained herein.

**3.2** We recognise bullying as an on-going and regular pattern of behaviour. It is not to be confused with one-off incidents.

Bullying can be:

- **physical:** (hitting, kicking, biting, hair-pulling, spitting, damaging property, etc.)

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- **verbal:** (name-calling, insulting, threatening, spreading rumours, etc.)
- **indirect:** (not sharing, ignoring, etc.)
- **intimidatory:** (staring, whispering, pointing, laughing, writing notes, nudging, etc.)
- **cyber related:** (via mobile phones, emails, social networking sites, etc.)
- **sexual:** (touching, making sexual comments, etc.)
- **prejudice based:** (racist, homophobic, sexist, ageist, cultural, linked to religion, etc.)

**3.3** A person may be bullied for a number of reasons which may relate to them, their family or be perceived by others. These include, but are not limited to:

- race, religion, culture or heritage
- Special Educational Needs, disabilities or health issues
- appearance
- economic well-being
- children from alternative families (e.g. fostered and adopted children or families with single parents or same-sex parents)
- gender
- sexual orientation
- age

**3.4** The school has a duty of care towards the entire school community. It recognises that bullying does not just occur between children. Every member of the school community is a potential victim and a potential perpetrator of bullying. We recognise the following as members of the school community:

- children
- staff
- parents/carers/families
- governors
- visitors
- local residents

It is important to recognise that **any** member of the school community could be bullied by **any other** member of the school community.

## **4 Reporting and Recording Incidents of Bullying of Children**

**4.1** Pupils are encouraged to report bullying in school by talking to a member of staff. We understand that some children may find this difficult so the staff are vigilant around the school premises. Any concerns are reported to their line-manager. We also understand that incidents of bullying may be reported at home, by other children and by other children's parents/carers. Whatever the source of the report, all incidents will be investigated. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

**4.2** Any incidents of suspected or alleged bullying should be reported to a member of staff. The staff member will record information on the **Anti-Bullying Reporting Form** and will inform the child's class teacher and the Senior Leadership Team. The Anti-Bullying Reporting Form will be handed to the Headteacher and stored in the Anti-Bullying File in the Headteacher's office.

**Any conversation which a member of staff has with a pupil, parent or carer where bullying is raised must be recorded and reported even if there is no evidence to support the allegation or the word "bullying" is used out of context.**

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**4.3** The school's **Anti-Bullying Strategy** is a permanent item on the weekly staff briefing meeting agenda. This ensures that bullying is kept as a high-profile issue and gives staff the opportunity to inform others of concerns relating to pupils.

**4.4** Actions will be taken immediately to investigate the concerns raised. These are detailed in section 5.5 below.

### **5 Responding to Bullying Incidents (Children)**

**5.1** We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them.

**5.2** Punishing bullies in itself does not end bullying. At Gordon Primary School we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable. Support will be given to help change the behaviour.

**5.3** In a survey our pupils suggested the following sanctions should be used for anyone who has bullied another pupil:

- apologising to victim
- loss of privileges
- loss of break time/lunch time
- behaviour monitoring chart
- parents invited into school
- follow-up meeting to check behaviour

**5.4** Every class teacher provides an opportunity for pupils to indicate and discuss worries and concerns e.g. worry box, class council time, *Personal, Social, Health Education* lessons, etc.

### **5.5 Procedures for Staff to follow**

If bullying is suspected or reported, an appropriate member of staff will deal with the incident promptly. This may be the class teacher, a member of the Leadership Team or a Senior Midday Supervisor. The following steps will normally be taken when dealing with incidents:

- The staff will make sure the victim is reassured and feels safe.
- The staff will use the school's agreed *Restorative Approaches* systems. They will listen to and speak with all children involved about the incident separately.
- The staff will endeavour to help the children identify the problem. They will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils.
- The staff will reinforce the message that bullying behaviour is not tolerated in Gordon Primary School.
- Appropriate action will be taken quickly to end the behaviour. This will be discussed with the victim.
- The sanctions listed in the *Behaviour and Discipline Policy* will be applied.
- If necessary, support will be given to the bully to help them understand and change their behaviour.
- The parents/carers will be informed and will be invited to come in and discuss the problem.
- After the incident has been investigated and dealt with, the case will be monitored to ensure a successful outcome.

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**5.6** If bullying persists we will produce a Behaviour Management Plan for the perpetrator and a Pupil Protection Plan for the victim. This will identify the support we are putting in place. If this does not work we will seek support from external sources, e.g. *CAMHS, the Educational Psychologist, the Speech and Language Therapy Service* and support from *Waterside Outreach Team*. We will require support from the child's parents for these actions to take place. If there is no engagement from parents we will have to take the ultimate action which is to apply exclusion procedures.

**5.7** We make every possible effort to deal with bullying on the school premises and outside the school gates. We cannot be held directly responsible for bullying that takes place off site, either by pupils in this school, or by pupils of other schools but we will address these issues as we have a duty to keep children safe even when they are not in school. We understand that bullying can impact on how the victim operates in school and we shall offer the same level of support as if the incident had taken place on our premises.

### **6 Reporting and Responding to Incidents of Bullying of Adults**

**6.1** Staff are encouraged to report incidences of bullying to a senior member of staff and for the perpetrator to be confronted by the senior member of staff. Sensitivity must be shown towards the victim; the senior member of staff dealing with the situation and the victim need to agree on the most appropriate way to address the issue.

**6.2** There needs to be clarity and honesty when dealing with bullying between adults as the most effective way to resolve a problem is to communicate the events that have taken place and the impact the words and/or actions of others have had. A meeting will be offered to the victim so they have the opportunity to discuss the issue with the perpetrator. The victim can decide not to participate in the meeting but the perpetrator must attend. If the victim chooses not to attend a senior member of staff will meet with the perpetrator.

**6.3** A senior member of staff will be present and will mediate during discussions between the victim and the perpetrator. Both should be given the opportunity to express their views. At the end of the meeting the mediator will identify the types of behaviour which have caused the victim to feel they have been bullied. The perpetrator will be expected to accept that these behaviours must stop immediately and that the standards set out in the school's Code of Conduct / staff handbook / Home-School Agreement (depending on the relationship between the victim and the perpetrator) are adhered to.

**6.4** The opportunity for ongoing support will be offered to both the victim and the perpetrator from the senior member of staff of their choice.

**6.5** If a member of staff is found to be bullying an adult in school disciplinary action may be taken. The guidelines set out by the Local Authority will be followed. However, if the bullying stops immediately, disciplinary action should not necessarily be required.

**6.6** If a non-staff member of the school community is found to be bullying they can be banned from the school premises. In such a case they would only be able to enter the premises with the permission of the Headteacher. However, if the bullying stops immediately, such action should not necessarily be required.

**6.7** It is preferable to deal with all incidences of adult bullying internally, although staff members may wish to seek advice and representation from their union.

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**6.8** If the instances of bullying involve the Headteacher, the member of staff should contact the Chair of the Governing Body. The Chair can be contacted via the school office.

### **7 Strategies for Preventing Bullying**

**7.1** We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

**7.2** We stress the role of the bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler)

**7.3** At Gordon Primary School we encourage the bystander to get involved and not just watch and collude. We encourage them to report incidents or support someone getting bullied.

**7.4** Our whole school approach has been developed by pupils, staff and parents and includes a range of strategies adapted to suit particular incidents, including:

- ensuring that the whole school understands what bullying means, including what a bully is, what a victim is and what a bystander is;
- making clear that a zero-tolerance approach to bullying is in place in school;
- encouraging children to report incidents without feeling they are telling tales;
- ensuring incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

**7.5** We use the following strategies to ensure there is a positive ethos in which children feel secure to report incidents of bullying immediately:

- a *Behaviour and Discipline Policy* for pupils and staff setting out clear guidelines for managing pupil behaviour both in and outside of the classroom;
- whole school assemblies – to raise awareness of bullying issues and provide a whole school focus for anti-bullying activities;
- activities within the PSHE programme specifically aimed at developing children's own strategies to deal with bullying type behaviour;
- an *Inclusion Policy* which emphasises the importance of all pupils having a sense of belonging to the school and being an equal part of it.

**7.6** Playtime and lunchtime staff will always be vigilant around the school premises. They will ensure that vulnerable children and secluded areas of the playground are adequately supervised at all times.

### **8 Roles and Responsibilities**

**8.1** All staff members have a duty to acquaint themselves to this policy and to follow it.

**8.2** The Headteacher has overall responsibility for monitoring the incidents of bullying. Records will be checked at least once a week and data will be analysed in order to identify any patterns or vulnerable groups. In the Headteacher's absence, responsibility for anti-bullying falls to the Assistant Headteacher.

### **9 Monitoring, Evaluation and Review**

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**9.1** We will review this policy every two years in conjunction with the school documents listed in section 1. The school will keep its rules and code of conduct under review, and will assess their implementation and effectiveness.

**9.2** The pupils, parents, staff and Governors were involved in creating this policy. Their views will be sought when reviewing its success.

**9.3** Incidents of bullying behaviour will be reported to the Governing Body in the termly Headteacher's reports. This will enable the Governors to monitor the effectiveness of procedures on a regular basis.

**9.4** This policy will be reviewed every two years, or sooner if deemed necessary by the Governing Body.