



# ANTI-BULLYING POLICY

Date agreed by Governors	Summer 2016
Reviewed	Autumn 2018
Reviewed	Autumn 2020
Next Review	Autumn 2022

Linked Documents
Positive Behaviour Policy
Online Safety Policy
Child Protection and Safeguarding Policy
Acceptable Internet Use Policy
Health & Safety Policy
Teaching & Learning Policy



**The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:**

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**School's Purpose:** To prepare pupils for lifelong success

**School's Vision:** At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

## **1. INTRODUCTION**

At Godwin Junior School we fully understand how the whole school ethos influences pupils' behaviour and how adults' respond to that behaviour.

We are committed to fostering harmonious, respectful relationships and to creating an environment in which all members of the school community truly feel included, valued and respected. We also believe that, in partnership with families, we are responsible for nurturing in our pupils an awareness of and responsibility for their attitudes, decisions and actions alongside

recognition of the consequences of these. Through this we help to develop thoughtful, self-disciplined individuals.

Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s)/carer(s) or anybody else who is aware of what is happening.

## **2. DEFINITION**

Bullying can be described as being 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online' (Anti-Bullying Alliance) Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, laughing at others with the intention to belittle or ridicule)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexist – sexist comments or taunts, graffiti or gestures
- Sexual - unwanted physical contact, overtly sexual or sexually abusive comments, graffiti or gestures
- Homophobic - because of, or focusing on the issue of sexuality
- Gender-identity related – focusing on how an individual identifies themselves
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, belittling
- Online - all areas of internet and associated communication, such as email, internet chat room misuse, message board misuse, social media misuse, messaging, text messaging and calls, misuse of associated technology, i.e. camera & video facilities
- Directed against SEND children e.g. name calling and teasing, link to any physical disabilities/appearance/personal health conditions
- Directed against home circumstances – e.g. One parent/carers families, absent/bereaved parents/carers
- Religious or cultural discrimination/verbal assaults/stereotyping

## **3. AIMS**

- i. To provide a safe, caring environment for the whole school community, especially the children in our care
- ii. To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- iii. To reassure children that they will be listened to and will know that it is all right to tell
- iv. To consider parents/carers' concerns and keep them informed of actions taken in response to a complaint
- v. To maintain detailed records kept of incidents, reports and complaints
- vi. To take appropriate action, including exclusion in cases of severe bullying
- vii. To monitor incidents of bullying during the school year and report accordingly to governors

viii. To maintain a separate list of racist incidents

To prevent and reduce bullying, strategies introduced include raising awareness about bullying in a variety of ways such as Philosophy for Children sessions, PSHE, assemblies, Online Safety lessons as part of the Computing curriculum, increasing understanding for victims and teaching pupils how to manage relationships in a constructive way. In addition, we aim to be pro-active in keeping parents/carers informed via updates in the weekly newsletter and Parent/Carer Workshops.

At Godwin Junior School we aim to create an ethos in which all children know that if they have a concern about bullying – in whatever form it takes – they can speak to a trusted adult. However, we accept that often children may not disclose their worries. A child may indicate by signs or behaviour that he or she is being bullied. The Senior Leadership Team, Teachers, support staff, lunch time supervisors and parents/carers 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 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 to self-harm 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 possessions or money continually "lost"
- has unexplained cuts or bruises
- 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 & jumpy when a cyber-message is received
- displays raised levels of anxiety – in extreme cases suffers panic attack
- requests change of class

#### **4. STRATEGY FOR DEALING WITH BULLYING**

When dealing with bullying, we follow these fundamental guidelines

- i. Never ignore suspected bullying
- ii. Do not make premature assumptions
- iii. Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- iv. Use the Restorative Approach to encourage pupils to think about how their behaviour has affected others.
- v. Adopt a problem-solving approach that moves pupils forward from self-justification
- vi. Follow up proven cases to check bullying has not returned
- vii. Keep detailed records

The Positive Behaviour Policy is used to discourage bullying, but if any incidents occur the following procedures will be applied:

- The children involved are identified and reported to the Deputy Head Teacher.
- The children involved are interviewed to establish who has been harmed, by whom and who the witnesses are.
- The nature of the bullying will be discussed with the pupil who has been harmed at length and the facts recorded.
- When discussing the incident(s) with the pupil(s) who has allegedly caused the harm they will be informed of the investigation taking place and of the allegations. S/he will be encouraged to tell the truth about the situation/incident.
- If the pupil(s) who has caused the harm admits to his/her wrong-doing, it will be made clear that this will not continue. The effect this has psychologically on the pupil who has been harmed, his/her self-esteem/ confidence/education and on the rest of the children in the class/school will be emphasised. Sanctions relevant to the type of bullying will be applied.
- If the allegation of bullying is denied, the incident will be investigated further. If there is sufficient evidence that the bullying occurred, relevant sanctions will be applied.
- If bullying continues, the parents/carers of the pupil/s causing the harm will receive a letter informing them about the situation. After the third letter, parents/carers will be asked to meet with the Deputy or Head Teacher in person.
- In serious cases parents/carers will be informed immediately and invited to school to discuss the problem.
- If necessary and appropriate, in extreme cases, the police will be consulted.
- All attempts will be made to help the bully/bullies change their behaviour by using the Restorative Approach.
- The incident will be accurately documented using the bullying incident recording form (appendix A) and kept by the Deputy Head Teacher.
- The pupil/s causing the harm will be required to reflect on their own actions, complete a reflection sheet or write a letter of apology to the victim.
- If necessary, a support programme for the pupil who has been harmed with a named person (usually the pastoral lead within the year group) will be established, monitored and through discussion ensure there is no repetition.
- If necessary, a support programme will be provided for the pupil/s who has caused the harm. This will include opportunities in circle time or groups for the child to discuss relationships, feelings and the effect bullying can have on individuals. The

pastoral lead will support the child during this programme and follow up sessions will ensure that bullying has not reoccurred.

- If an incident/s occurs in the classroom, the class teacher will use the Positive Behaviour Policy and strategies mentioned within to deal with the situation. Teachers will deal with bullying incidents in general using one to one conversations using the Restorative Approach questions and P4C materials. Children will be given the opportunity to discuss and share feelings and thoughts regarding bullying during circle time, P4C, PSHE and class discussions. The children concerned should be part of finding a solution. If the issue is not resolved, it will be escalated to the Deputy Head Teacher.

## **Outcomes**

1) The pupil/s who has caused the harm may be asked to genuinely apologise. Other consequences may take place such as:

- Discussions during circle time/group time
- Writing a letter of apology/ apology card
- Verbally apologising
- Discussion about the incident with a member of SLT
- A letter sent home
- A meeting with parents/carers

2) If possible, the pupils will be reconciled – through whole class circle time, one-one sessions or reflection.

3) After the incident /incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – all staff involved will keep a close eye on child/children and monitor behaviour and give support.

4) In serious cases and if bullying persists, exclusion from the playground at break time and/or lunch time will be considered.



## **5. BULLYING OFF THE SCHOOL PREMISES**



If both the pupil who has been harmed and the pupil/s who have harmed are from Godwin Junior School, action will be taken as if the incident has occurred within the school, and this includes informing parents/carers.

If a child from Godwin Junior School is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Godwin will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

## **6. APPENDICES**

1. Bullying Reporting Form
2. Racist Incident Reporting Form

		<b>GODWIN JUNIOR SCHOOL</b> Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights			
<b>BULLYING INCIDENT</b>		Date			
		Name of person incident reported to			
		Name of person completing form			
		Date of completion of form			
Who is involved?	Name		Description of Incident		
	D.O.B.				
	Class				
	Name				
	D.O.B.				
	Class				
	Witnesses				
Action Taken			Supporting Documents (attached if appropriate)		
LA Informed Yes/ No	Chair of Gobs Informed Yes/No	Governors Informed Yes/No	Inclusion Lead Informed Yes/No		
Follow-Up (including changes or revisions to policies or procedures)					
Date	Action				
Date	Action				
Date	Action				
Form circulated to:					
<input type="checkbox"/> Head Teacher <input type="checkbox"/> Deputy Head <input type="checkbox"/> Inclusion Leader <input type="checkbox"/> Class Teacher <input type="checkbox"/> Year Group Leader					

		<b>GODWIN JUNIOR SCHOOL</b> Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights		
<b>RACIST INCIDENT</b>		Date		
		Name of person incident reported to		
		Name of person completing form		
		Date of completion of form		
Who is involved?	Name		Description of Incident	
	D.O.B.			
	Class			
	Name			
	D.O.B.			
	Class			
	Witnesses			
Action Taken			Supporting Documents (attached if appropriate)	
LA Informed Yes/ No	Chair of Gobs Informed Yes/No	Governors Informed Yes/No	Inclusion Lead Informed Yes/No	
Follow-Up (including changes or revisions to policies or procedures)				
Date	Action			
Date	Action			
Date	Action			
Form circulated to:				
<input type="checkbox"/> Head Teacher <input type="checkbox"/> Deputy Head <input type="checkbox"/> Inclusion Leader <input type="checkbox"/> Class Teacher <input type="checkbox"/> Year Group Leader				