

# GODWIN JUNIOR SCHOOL



# ANTI-BULLYING POLICY

Agreed by Governors	December 2013
Reviewed	Summer 2018
<b>Next Review</b>	<b>Summer 2020</b>

<b>Linked Documents</b>
Behaviour Policy
Online Safety Policy
Early Help, Safeguarding and Child Protection Policy
Acceptable Internet Use Policy
Health & Safety Policy
Teaching & Learning Policy

Purpose: To prepare pupils for lifelong success

Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and promote talent
- Inspire resilient learners
- 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 'a deliberate act carried out to cause distress solely in order to give a feeling of power, status or other gratification'. 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, teasing
- 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.

### 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, 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. Adopt a problem-solving approach that moves pupils forward from self-justification
- v. Follow up proven cases to check bullying has not returned
- vi. 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 the victim, perpetrator/s and witnesses are.
- The nature of the bullying will be discussed with the victim\* at length and the facts recorded
- When discussing the incident(s) with the alleged perpetrator(s) 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 perpetrator admits to his/her wrong-doing, it will be made clear that this will not continue. The effect this has psychologically on the victim, 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 perpetrator/s 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.
- The incident will be accurately documented using the bullying incident recording form (appendix A) and kept by the Deputy Head Teacher
- The alleged perpetrator/s 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 victim with a mentor/named person (usually the Learning Mentor or HLTA) will be established, monitored and through discussion ensure there is no repetition.
- If necessary, a support programme will be provided for the perpetrator. 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 Learning Mentor 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 Behaviour Policy and strategies mentioned within to deal with the situation. Teachers will deal with bullying incidents in general using one-one conversations and P4C material and sessions. Children will be given the opportunity to discuss and share feelings and thoughts regarding bullying during circle time, P4C 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 bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. discussions during circle/group time, writing an apology letter/a verbal apology, discuss an incident with SLT, letter home or a meeting with parents/carers
- 2) In serious cases and if bullying persists, exclusion from the playground at lunch time will be considered
- 3) If possible, the pupils will be reconciled – through whole class circle time, one-one sessions or reflection.
- 4) 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.

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

If both the victim and the bully 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. Where possible, 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

(\*victim = child who has experienced bullying behaviour. This term is used for policy and reference but will not normally be used when speaking with children or their parents/carers)

		<b>GODWIN JUNIOR SCHOOL</b>			
<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 (names)				
Action Taken				Supporting Documents (attached if appropriate)	
LA Informed    Yes/ No		Chair of Govs 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"/> Assistant Head <input type="checkbox"/> Class Teacher <input type="checkbox"/> Year Leader <input type="checkbox"/> Learning Mentor	

		<b>GODWIN JUNIOR SCHOOL</b>			
<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				
	D.O.B.				
	Class				
	Name				
	D.O.B.				
	Class				
	Witnesses (names)				
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
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Form circulated to:	
<input type="checkbox"/> Head Teacher <input type="checkbox"/> Deputy Head <input type="checkbox"/> Assistant Head <input type="checkbox"/> Class Teacher <input type="checkbox"/> Year Leader <input type="checkbox"/> Learning Mentor	