

# **Gilmorton Chandler C of E Primary School**

## **Anti-Bullying Policy M9**

'Providing a quality learning network firmly based within a Christian environment. Achieving and celebrating excellence in all areas and in partnership with the community.' 'Living and learning together in God's love'

**Signed by the Governing Body:**

**Agreed by the Governing body: September 2017**

**Review date: Autumn 2020 or earlier if required**

*All children are a gift from God. They are all special and should be allowed to develop, grow and flourish in a nurturing environment secure in the knowledge that they are cherished.*

**Bullying violates the value that each child and adult has before God. It is essential to affirm that each person has the right to walk in freedom and security, to develop their full potential. Bullying is a denial of this basic right.**

### **Statement of Intent**

At Gilmorton Chandler C of E Primary School we are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

This policy should be read in conjunction with the following school policies: Behaviour and Discipline, Health and Safety, PSHCE, Safeguarding, Acceptable Use, Playground, and Community Cohesion.

### **Aims and objectives of the policy**

- To raise awareness of bullying.
- To bring about conditions in which bullying is less likely to happen in the future.
- To ensure a whole school approach and consistent response to bullying.
- To reduce and, if possible, eradicate instances of all types of bullying.
- To make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **Statement of Principles**

At Gilmorton Chandler we seek to provide a safe, secure and positive environment in which children and adults can grow, develop and flourish, making full use of the range of facilities available to them.

We are committed to a value system within which children and adults involved with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable.

We seek to ensure that those acting on behalf of our school will:

- Actively listen to children.
- Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.
- Access professional development which enables them to provide a safe, secure environment and identify/support victims of bullying.

All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.

All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

### **Consultation**

This policy was drawn up after consultation with pupils, parents/carers, governors and staff. Views and opinions were gathered through questionnaires, newsletters, staff meetings, governor meetings, assemblies and School Council meetings. The school will continue to gather stakeholders' views on the content and impact of the policy through annual questionnaires.

### **What is bullying?**

'Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

(DfE Preventing and Tackling Bullying October 2014).

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Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive
- It involves an imbalance of power
- It is often motivated by prejudice against particular groups.

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

### **Types of bullying**

Bullying arises out of a wish to hurt, threaten or frighten someone else. It can be:

**PHYSICAL** - involving pushing, pinching, spitting, hitting, inappropriate touching or kicking.

**VERBAL/RUDE GESTURES** - involving name-calling teasing, taunting, 'joke' making, mimicry/ridicule, spreading rumours, swearing, gossiping or threatening.

**SILENT** - or almost, involving the isolation of the victim by ignoring him or her, or by excluding him from group activities.

**PSYCHOLOGICAL** - damage to reputation, denial of identity, gender /ethnicity), extortion of belongings, identity theft / impersonation, isolation /refusal to work/play with other pupil, revealing personal information, threats.

**DELIBERATE DAMAGE / TAKING** to/of the victim's property e.g. graffiti or taking property without permission,

**VICTIMISATION** - bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

**INCITING OTHERS** to bullying behaviour e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator.

**CYBERBULLYING** (chat-room/ blogs/message board, email, gaming console, 'happy slapping', instant messaging (e.g. MSN, Yahoo, AOL), mobile phones including photos, social network site e.g. Facebook, Bebo, video hosting sites (e.g. YouTube), webcam). It can be through the distribution / possession of posters/leaflets, literature or material, wearing or display of offensive insignia.

**HOMOPHOBIC** -\_any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.

**SEXIST** - incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence.

**SEXUAL** - incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention.

**TRANSPHOBIC** - incidents are those perceived to be insulting to someone's gender identity or to transgendered people.

**RACIST** - any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too.

**SEND** - Related to disability, SEN or health; behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too.

### **Members of School Staff**

If any member of the school team feels they are being bullied by another member of school staff, pupils or parents they should discuss any concerns with the head teacher. If the head teacher is the cause of the complaint then the member of staff should contact the chair of the governing body. Marie Sandford (head teacher) has been identified as the member of staff with responsibility for bullying. Children, parents, carers, staff and members of the community with any issues related to bullying behaviour should speak to Marie Sandford.

### **Bullying Outside School Premises**

Bullying can also occur outside the school gates and on journeys to and from school. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' conduct when they are not on school premises and are not under charge of a member of school staff.

Where a pupil, parent or member of the community tells us of bullying off the school premises we will investigate and act upon all information received as we would for an incident within the school grounds. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the headteacher will also notify the police.

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### **Effects of bullying**

Bullying can affect the victim in many ways and some of these effects can be longstanding.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about them which has led the bully to pick on them.
- The victim’s life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim’s life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases self harm or even take their own life.
- The victims of bullying may have reduced self esteem and self worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and like victims of bullying tend to underachieve at school.
- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and are more likely to commit violent crimes later in life.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

### **Signs and Symptoms of Bullying**

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self harming and disruptive / challenging / bullying behaviour
- General e.g. frequently “lose” money / possessions, appears tired and lethargic, avoids entering / leaving school with others.

### **Preventing Bullying**

Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Anti-bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum
- National Enhanced Healthy Schools Status
- Reward system for positive behaviour
- Bullying charter prominently displayed
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- PSHCE scheme of work – delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc
- Super leaders – older pupils supporting the younger pupils at play time
- Pupil consultation – through questionnaires and School and school Council
- Positive role models reflected through staff behaviour
- Ethos of the school

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### **Responding to Bullying**

#### **Responding to allegations**

Bullying allegations can come from a number of different sources including from the child, child’s friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child or parent/carer reporting directly to a member of staff, or indirectly via the super leader system or class/school council.

#### **Responding to Bullying Incidents**

Three issues will be addressed:

- **challenging** those responsible
- **supporting** the victim
- **reporting** what has happened to the right people

Responses	
<b>Challenge</b>	Challenge incidents sensitively. Speak to targeted pupil(s) and perpetrator(s) privately explaining why bullying is not acceptable. Work with perpetrator(s) to change behaviours. Talk to parents/carers of all families. A combination of direct sanctions (loss of golden time, withdrawal from class/play areas) and restorative approaches are used. If a child is repeatedly involved in bullying other children and initial discussions have proven ineffective, the headteacher may contact external support agencies. Persistence may result in exclusion.
<b>Support</b>	Comfort the targeted pupil(s) and discuss different ways in which you or the school can help. Talk to parents/carers. Find out what sort of support they want. Help pupil(s) to contact peer anti-bullying support groups or access outside support. Monitor situation and follow up accordingly.
<b>Report</b>	Report the incident using school’s Bullying Incident Report Form Support pupil(s) to complete a Pupil Report Form if they want to. Make sure that everyone else who needs to know, such as class teacher, lunchtime supervisors and head teacher are aware.

### **RECORDING AND REPORTING INCIDENTS**

All bullying and hate incidents are recorded by staff in the format supplied by the head teacher – Bullying and/or Racist Incident Report forms. Dates, times and anything said by all children involved will be recorded for future reference. The head teacher will report incidents to the Governing Body on a termly basis. The head teacher is responsible for coordinating the recording system and analysing data. Staff will then use this data to discuss next steps for the school as well as to inform individual class planning of lessons.

### **PREJUDICE RELATED INCIDENTS**

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual.

These incidents often involve the same behaviour as that included in the ‘types of bullying’ section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as a bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudice related incidences.

### **BULLYING OF STAFF BY PUPILS, PARENTS/CARERS OR OTHER STAFF**

Bullying can occur between adults. Bullying tactics are sometimes employed in business; relationships between members of staff are sometimes characterised by bullying. Parents, carers, teachers and other adults sometimes bully children and vice versa. Staff are sometimes bullied by parents / carers. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The senior leaders and governors of the school strive to support the emotional health and well being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff or being bullied by a child and or parent carer. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

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### **INVOLVING PARENTS**

The school has an open door policy and class teachers and/or the headteacher will strive to speak with parents / carers to discuss any concerns immediately. Parental involvement in the response process has been outlined in the Response to Bullying section above. Parental questionnaires will be sent out at least annually to collect views on the impact of policy and practice. Newsletters will outline strategies we have put in place to maximise the family ethos of the school.

### **ANTI-BULLYING COMPLAINTS**

If parents / carers are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher or head teacher. There is a School Complaints procedure if parents / carers are still concerned. Parents / carers will be advised of this procedure by the head teacher and a copy will be made available from the school office.

### **MONITORING AND EVALUATION THE POLICY**

- The policy will be part of the everyday life of the school. It will be maintained regularly through display of posters, PSHCE and curriculum tasks.
- Collective worship
- It will be a regular item on School Council Agendas, at staff and Governors' meetings.
- Its effectiveness will be monitored through annual parent, pupil and staff questionnaires and reported incidents.