

Anti-Bullying Policy

At Gooseacre Primary Academy we believe that everyone in the academy community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment.

We promote high standards of teaching and learning with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential. Through working together and open communication we strive to prepare children to succeed in society.

Our Academy Community:

- Discusses monitors and reviews our anti bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively: that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/ carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti bullying practice elsewhere and utilises support from Navigate Academies Trust and other relevant organisations where appropriate.

Our aims are –

- To promote the well-being of all pupils.
- To prevent and reduce all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

What is Bullying?

Bullying is “Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally”

We define bullying as physical or verbally aggressive behaviour that occurs ‘Several Times on Purpose’. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the ‘**STOP**’ acronym that

leads to children knowing they should 'Start Telling Other People' The children have also devised the statement ' SPOT it and STOP it' which is used throughout the academy.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & phone call
Misuse of associated technology, i.e. camera & video facilities

It can also include material bullying which includes damage to belongings and extortion)

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as Several Times on Purpose

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber Bullying

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods. With regard to the bullying of school staff, At Gooseacre Primary Academy we won't tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. Signs and symptoms of bullying are appended to this policy.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice – driven bullying. Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying through the curriculum, through peer support and through the school council.
- Train all staff including lunchtime staff, to identify bullying and follow academy policy and procedures on bullying.
- Actively create “safe spaces” for vulnerable children and adults.
- take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- Have a clear behaviour policy that rewards positive behaviour. The academy rules are clear and straightforward and focus on positive attitudes.
- The academy takes a pro-active stance towards challenging behaviour at lunchtime; we also have a variety lunchtime provision systems that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.
- The academy works closely with the local police to make sure that any incidents outside the academy are reported.
- Encourage children to reflect upon their actions.
- Ensure children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.
- Provide new families are given a copy of the Anti-bullying leaflet.

Above all children are encouraged to ‘Start Telling Other People’ if they feel they are being bullied or if someone they know is being bullied.

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on school or public transport, outside local shops, or in the town centre.

Where bullying outside the academy is reported to academy staff, it will be investigated and acted on. The Head of Academy will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti – bullying campaigns in the academy
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to prevent reoccurrence.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if worried about bullying.
- Ensure parents / carers know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents / carers and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices:

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- PHSCE / Citizenship policy
- Child Protection Policy
- Equality Policy
- E safety policy
- Complaints policy
- The recording of racial incidents

- Confidentiality policy

Monitoring & Review

We will review this policy at least once every two years as well as if incidents occur that suggest the need for review. The academy uses the guidance from the DFE, the Anti-Bullying alliance, safeguarding board and the NSPCC to inform its action planning to prevent and tackle bullying.

Responsibilities

This policy will be effective if it that ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- Academy governors to take a lead role in monitoring and reviewing this policy.
- Governors, Head of Academy, SLT, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head of Academy to communicate the policy to the school community
- Pupils to abide by this policy.

The named contact for this policy is: Mrs K Godfrey

Date: September 2018

Date of Review: September 2020

Appendix 1

Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from 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 suicide or runs away
 - cries themselves to sleep at night or has nightmares
 - feels ill in the morning
 - progress academically becomes limited
 - has possessions which are damaged or " go missing"
 - asks for money or starts stealing money (to pay someone who has asked them for money)
 - has dinner or other monies 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
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- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Appendix 2

Procedures - Reporting

Children

- Children are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- The listening box can be used for children's concerns; they can request to talk to someone. The boxes will be checked every week.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.
- All staff are responsible for the health and well-being of the children and has a duty to respond seriously to any claim of bullying.
- If they are unable to investigate the matter must be **referred immediately** to a senior member of staff / pastoral team.
- The Head of Academy will also be informed and, if bullying is confirmed it will be logged in the school Bullying Log – all instances of bullying will be recorded and monitored for patterns of behaviour.
- Teaching Assistants should report to a class teacher or senior manager if they have any concerns about potential bullying.
- Lunchtime supervisors report to the lunchtime manager who in turn reports to class teachers and the Head of Academy where there are any concerns about children's behaviour.

Parents

- Parents are encouraged to share any concerns with their child's class teacher or a member of senior management.
- Parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

Procedures – Outcomes

Victim

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to a counsellor / pastoral team may be considered appropriate.

- Following investigations, staff will periodically ‘check in’ with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour – this may be through an individual behaviour plan, structured lunchtimes including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of ‘privileges’ in school
- Temporary exclusion for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents

- Parents / carers of both victim and perpetrator will be kept informed throughout the process
- Close contact will be maintained with the victim’s parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Recording

- All serious behaviour incidents are recorded on incident forms.
- Definite incidents of bullying are recorded in the ‘Bullying Log’ which is used to highlight repeat incidents.
- The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of incident forms i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour

Bullying Incident Reporting form

To be completed as soon as possible by a member of staff/adult observing or reporting incident and handed to a member of SLT

Date: _____ Time: _____ Location: _____

Name of person reporting incident

Tick as appropriate:

Teacher	Teaching Assistant	Lunchtime Supervisor	Other adult (please specify)

Type of bullying behaviour

Physical	Emotional	Verbal	Cyber	Sexual	Racial

Those Involved:

Victims Name	Year / Age	Gender	Additional Information (SEN / Ethnicity)
Perpetrators Name	Year / Age	Gender	Additional Information (SEN / Ethnicity)
Witnesses Name	Year / Age	Gender	Additional Information (SEN / Ethnicity)

Description of Incident

Action Taken

Victim:

Perpetrator:

Parents / Carers

Further response in the academy

Action involving outside agencies

Signed (person reporting the incident) _____

Date _____

Signed _____

Date _____