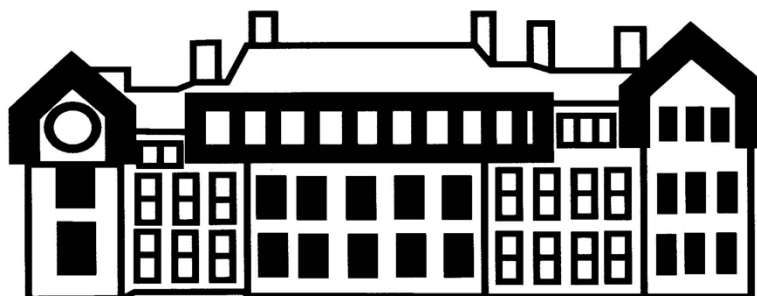


GORDON



SCHOOL

Anti-Bullying Policy

Ratification date: November 2023

Review date: November 2026

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)

Anti-Bullying Policy

This policy considers the DfE guidance “Preventing and Tackling Bullying” July 2017 (and supporting documents) and the DfE statutory guidance “Keeping Children Safe in Education”. It has been developed in consultation with the whole school community.

See also:

Behaviour & Relationships Policy
Child Protection & Safeguarding Policy
Code of Conduct
Inclusion Policy
Mental Health & Well-Being (Pupils) Policy
Mental Health & Well-Being (Staff) Policy
E-Safety Policy
Acceptable Use Policy
Anti-bullying Appendices

1, Introduction

At Gordon Primary School, children are encouraged to build positive relationships with each other and to maintain these at all times. This philosophy is enshrined in our school ethos, school rules, a restorative approach and our Behaviour & Relationships Policy.

Staff encourage children to treat each other with kindness and respect; they model this behaviour towards one another and with children. Whilst we pride ourselves on being a friendly and welcoming school where relationships are strong, there are times when children may be unkind towards one another. At these points they are reminded of the school’s expectations and asked to reflect on how they made the other person feel. As with all schools, bullying incidents can take place at times, where children are deliberately and repetitively hurtful towards others. We are committed to creating an anti-bullying culture where no bullying behaviours are accepted and it is seen as the responsibility of all members of the school community to report any instances of bullying. This policy outlines Gordon Primary School’s strategy for preventing and tackling bullying.

The policy is available:

- online: <https://www.gordonprimary.co.uk>
- from the school Office
- as child friendly versions on display around the school

2, What is Bullying?

We recognise the perception of what constitutes bullying behaviour can vary between individuals, and acknowledge the importance of a whole school community definition. To this end, we have adopted the definition used by the Diana Award. The Diana Award is a charity founded in the memory of Princess Diana and works to support and improve the lives of young people. The Diana Award definition of

bullying is: **repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.**

2.1 The Various Forms of Bullying

Bullying can take many forms but there are four main types. Here are some examples of bullying and behaviour often associated with bullying:

- **Verbal bullying** – name calling, insulting, making offensive remarks – including those about race, sex, sexual orientation, gender identity and special educational needs
- **Indirect bullying** – exclusion from social groups, staring, whispering, laughing at, writing notes and graffiti, includes cyberbullying
- **Physical bullying** – hitting, kicking, biting, pushing, hair-pulling, spitting, damaging property, hand gestures, sexual touching and taking belongings
- **Cyber bullying** – this is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. This included the sharing of sexual images.

(See Appendix A: Cyberbullying and Digital Safety)

2.2 Prejudice Related Bullying, Harassment and the Equality Act 2010

Whilst the terms bullying and harassment are often used interchangeably, definitions of harassment tend to refer to behaviour which is offensive and intrusive, and is often linked to an individual's characteristics – the protected characteristics set out in the Equality Act 2010. Bullying is often seen as more general unkind behaviour.

At Gordon Primary School we define harassment as behaviour which a person finds offensive or which makes them feel intimidated or humiliated.

Prejudice Related Bullying

Under the Equalities Act 2010, it is against the law to discriminate against anyone because of the following protected characteristics:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma and Travellers
- religion, belief, or lack of religion / belief
- sex / gender
- sexual orientation

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are gay, bisexual, or transsexual or perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. We will challenge the

use of prejudice related language in our school even if it appears to be being used without intent.

(See Appendix B: Homophobic Bullying)

2.3 Identifying Vulnerability Factors

We know that anyone can be bullied for almost any reason, and that some children may be more vulnerable to bullying than others. Research has identified the more vulnerable groups of children. These include but are not limited to:

- children of a different race, religion or culture.
- children with SEND (Special Educational Needs or Disability).
- children with physical / mental health conditions.

We are aware of the behavioural range of people with learning difficulties and / or disabilities and the effects this can have on social interactions. Any consequence of bullying must consider the Special Educational Needs or disabilities of the pupils involved. We recognise there may be factors which require us to adapt our approach case-by-case in exploring issues around bullying.

We have identified other vulnerability factors of bullying related to:

- appearance
- emotional vulnerability
- financial/social status
- having English as an additional language (EAL)
- young carers
- refugees
- children who are / have been looked after
- new children joining the school might also be considered a vulnerable group and need to feel safe, accepted and welcomed.
- children who are at risk of radicalisation (Please refer to our Preventing Radicalisation Policy).

2.4 Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are 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
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- changes in mood, behaviour, attainment
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- comes home with unexplained injuries, damaged or missing possessions or clothes
- asks for money or starts stealing money
- is bullying other children or siblings
- 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 and 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.

2.5 Other Harmful Behaviour

Other behaviours may occur which cause harm to individuals without constituting bullying. We recognise the importance of developing clarity around this distinction to ensure that all incidents are resolved appropriately and effectively. Examples of this behaviour include:

- harm caused accidentally;
- minor disputes;
- occasional friendship difficulties;
- occasional loss of temper or angry responses to an incident;
- ill-judged teasing or jokes where there is no intention to upset another individual, and which stops immediately when attention is drawn to it.

Banter

The dictionary describes banter as: *the playful and friendly exchange of teasing remarks.*

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- **Friendly Banter** – where there is no intention to hurt, everyone knows its limits and everyone is “in on the joke”
- **Ignorant Banter** – where comments / actions cause upset although there was no intention to hurt – there will usually be an apology
- **Malicious Banter** – where comments / actions are deliberately made to humiliate a person, and often in public.

Baiting

Baiting can be used on and offline. It can be used to bullying someone to get ‘a rise’ out of them and can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to react negatively so they get into trouble.

Bullying occurs when there is a power imbalance. It is not when two pupils of equal power or strength have an occasional fight or quarrel or a ‘one-off’ incident.

As children grow and develop social skills they can ‘fall out’ and have arguments. This does not always equate to bullying. We seek to spot the difference between a one-off *mistake* and patterns of behaviour. We use *mistakes* as learning opportunities to manage conflict, build resilience and help pupils develop the skills needed for future positive relationships and development of emotional regulation.

3, How can Bullying be Reported?

Children can fall out with each other or say things that other children do not like. We encourage them to tell each other when they do not like something that is happening. Children also have the opportunity of sharing concerns through the 'worry boxes' that can be found in every classroom.

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies and lessons, they receive regular reminders that they can inform:

- their class teacher
- teaching assistants who support in their classroom
- a member of staff in the playground
- a member of the lunchtime staff
- a play leader / club manager / tutor
- the Learning Mentor
- the Headteacher
- a member of the Senior Leadership Team
- their parents / carers / other family member
- a Friendship Ambassador (a group of trained pupils)
- Childline / NSPCC

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue they can speak to a member of the Senior Leadership Team.

Please see Appendix D: Flowchart for Reporting Bullying

4, Responding to Bullying

We believe it is important to listen to children when they have concerns.

When it is reported that a child is being bullied (either by themselves or someone else) action will be taken promptly and firmly. The first step is to reassure the person who has 'been harmed' by the bullying that the matter will be dealt with. The allegation will be investigated by the member of staff to whom it has been reported, or where judged necessary, by a member of the Senior Leadership Team. Both the person who has 'been harmed' and alleged person who has 'harmed' will have the opportunity to discuss incidents and a record will be kept on CPOMS our electronic reporting and recording system. The Person who has 'harmed' will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with the behaviour policy). Both the 'harmed' and the Person who has 'harmed' will have a named member of staff to support them.

When investigating concerns relating to cyber bullying it might be appropriate to seize an electronic device including mobile phones and examine data or files.

We use a variety of techniques, case-by-case, and devise a suitable plan of action to resolve the issues between those who bully and those who have been bullied. The

action plan will include strategies for amending the attitudes and behaviour of the person who has caused harm, and strategies for restoring the self-esteem and confidence of the person who has been harmed.

The parents/carers of both children will be informed and encouraged to work with the school. In most cases once bullying has been reported and an action plan is in place, there will be no further incidents. The children involved will be highlighted to all staff to help monitor and prevent further bullying.

We are persistent and continue to work with children until the matter has been resolved. We then continue to monitor and proactively check that the bullying has ended.

If, despite our best efforts bullying behaviour persists, we will seek support from external sources such as: CAMHS, the Educational Psychologist, the Speech and Language Therapy Service and support from Waterside Outreach Team.

If the behaviour continues we will have to consider the ultimate action which is to apply suspension procedures.

Sometimes the investigator will judge that the behaviour reported was unkind but not bullying. If this is the case the investigation will be filed and a member of the Senior Leadership Team will check the bullying record to monitor for reoccurrences of such behaviour. The bullying record is regularly monitored.

5, Preventing Bullying

At any school there are sometimes incidents of bullying, where children are deliberately and repetitively hurtful towards others. It is important for all concerned that this is dealt with swiftly and firmly. Whilst it is vital to have clear and robust systems in place to deal with bullying, work to prevent bullying can be highly effective in reducing incidents to a very low level. We take a range of steps to prevent bullying.

- **Ethos:**
 - We have created an ethos of positive relationships where pupils and staff treat one another kindness, safety and respect.
- **Policies and Staff Training:**
 - All staff receive annual safeguarding and child protection training (including indicators of bullying and strategies for online safety) and this is revisited regularly in weekly staffing briefing sessions.
 - We remind staff regularly of the reporting systems in school with dedicated staff meetings and training on CPOMS.
 - All staff are aware of the school's Behaviour, E-Safety and Anti-Bullying policies and are consistent in applying them.
 - We follow 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.
- **Staff Vigilance and Curiosity:**
 - We accept that despite our best efforts, bullying can happen in our school.

- We also accept that for various reasons, not all incidents will be reported. Therefore, the staff are vigilant at all times and show professional curiosity when they suspect friendship issues. This includes instances of “banter” which will not be passed off as harmless teasing.
- We challenge practice which does not uphold the school’s values of tolerance, non-discrimination and respect towards others.
- **Our Curriculum:**
 - We address bullying and friendship issues directly in our curriculum, including how to report bullying. This work is reinforced through displays, assemblies, class charters, events, the School Council and Friendship Ambassadors.
 - We provide opportunities through planned weekly PSHE lessons to develop pupils’ social and emotional skills, including their resilience.
- **Raising the Profile of our Anti-Bullying Strategy:**
 - We raise awareness during key events such as National Anti-Bullying Week, Odd Socks Day, World Mental Health Day, Safer Internet Day, Children’s Mental Health Week and LGBT+ History and Pride Months.
 - We work with other agencies and the wider school community to prevent and tackle concerns.
 - We seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations, when appropriate.
- **Working with Parents / Carers:**
 - We involve parents / carers in the writing and review of this policy and actively seek parental engagement
 - We make sure key information about bullying, including policies and named points of contact are available to parents / carers; e.g. on the website, in the weekly newsletter, etc.
 - We reinforce the pupils’ learning about online safety by educating and engaging parents on the principles of online safety so they know the dangers of unsupervised internet access.
 - We ensure that parents / carers know where to access independent advice about.
 - We work with parents / carers and the local community to address issues beyond the school gates that may give rise to bullying, including cyber bullying.
 - We ensure that parents / carers work with the school to role model positive behaviour for pupils.
 - We signpost parents / carers to our complaints procedure and how to use it effectively should they be dissatisfied with our approach to dealing with bullying.

6, The Involvement of Pupils

We will:

- regularly gather the children’s views on the extent and nature of the bullying by surveys, class discussions, talking with the School Council, Friendship Ambassadors, Junior Travel Ambassadors and E-Patrol.
- ensure that all pupils know how to express worries and anxieties about bullying.

- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum (appropriate to their age).
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- train Friendship Ambassadors in a restorative approach so they know how to support peers. The trained children share this training with the rest of the school in classrooms and assemblies.

7, Responsibilities

It is the responsibility of:

- the **Headteacher** (Mr Taylor) and the **Governors** to take a lead role in monitoring and reviewing this policy.
- the **Headteacher** to communicate the policy to the school community and ensure that disciplinary measures are applied fairly, consistently and reasonably if necessary.
- the **Governors** and all staff to be aware of this policy and implement it accordingly.
- **all staff members** to acquaint themselves to this policy, follow this policy and respond to incidents of bullying in line with the policy.
- **parents/carers** to support their children and work in partnership with the school.
- **parents/carers** to support the school's Anti-Bullying Policy and encourage their child to be a positive member of the school.
- **pupils** to abide by the policy.
- **pupils** to report bullying if they or they know someone is being bullied. They must keep on reporting.

8, Incidents Outside of School

We make every possible effort to deal with bullying on the school premises and outside the school premises. We understand that bullying outside of school can impact on how the pupil being bullied operates in school and we shall offer the same level of support as if the incident had taken place on our premises. Where bullying is reported to school staff it will be investigated and acted upon; we actively encourage parents/carers and pupils to report incidents that happen outside of school.

(See Appendix: Travelling to and from school)

9, Messages to be Communicated when Bullying has occurred

- Bullying behaviour is not acceptable and we expect it to stop immediately.
- We seek a commitment from all concerned parties for bullying behaviours to end.
- Pupils have the right to be safe in school and it is correct for them to report incidents of bullying.
- Regular checks to ensure bullying has stopped will take place.
- The person who has caused harm will be asked to genuinely apologise and guarantee they will stop bullying.

10, Support for Adults who Experience Bullying

We acknowledge that adults can be the the harmed of bullying. When adult bullying is brought to our attention we will:

- provide an immediate opportunity to discuss the concern with the Headteacher or senior member of staff.
- provide reassurance, offer appropriate internal support and signpost to external support.
- offer the advice to keep a record of the bullying as evidence.
- commit to investigating school-linked bullying that takes place off-site and ensure that appropriate action is taken in accordance with the school's policies.
- work with the wider community and local/national organisations to provide further or specialist advice and guidance (including details of how outside agencies, such as the Police, would be involved).

If a non-staff member of the school community is found to be bullying, they may 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 may not be required.

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.

If the instances of bullying involve the Headteacher, the member of staff should contact the Human Resources department at the local authority.

11, Complaints Procedure

Parents/carers who are concerned that their child is being bullied or who suspect that their child may be bullying another child should contact the class teacher in the first instance. If they are not satisfied with the outcome they should then contact the Headteacher.

If parent/carers feel their worries have not been acted upon appropriately, they should follow the school's complaints procedure as set out in the Complaints Policy.

12, Monitoring & Review

The Headteacher, Senior Leadership Team and Safeguarding Team will monitor this policy at least annually. A full review will take place every three years, or sooner if there are legislative updates or a change in school circumstances.

The Headteacher reports on a termly basis to the Governing Body on incidents of bullying and the outcomes.

The school will ensure that the policy is consistently applied and that any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>.
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- The harmed Support: www.theharmedsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyber Bullying:

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.school-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND:

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-25>

Racism & Hate:

- Anne Frank Trust: www.annefrank.org.uk

- Kick it out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

If you feel your life or another's is in danger:

We advise contacting emergency services (if you are in the UK it is 999)

If you're a young person worried about bullying:

You can call Childline 24 hours a day on 0800 1111. All calls to Childline are free and confidential and it can really help to talk to someone.

you can find information here:

www.anti-bullyingalliance.org.uk/advice/children-young-people

If you're a parent and you're worried about bullying:

The Anti-Bullying Alliance website has lots of useful information:

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

For parents in need of immediate advice on bullying please call Family Lives on 0808 800 2222 – they are available between 9am to 9pm on weekdays and 10am to 3pm on weekends.

For information, advice and support to parents, carers, family members or professionals who are concerned about a child, you can call Kidscape's Parent Advice Line on 020 7823 5430 – they are available Monday to Tuesday 9.30am-2.30pm (excluding bank holidays)

If you are a parent or carer of a child with a disability you can contact the *Contact a Family* group to get advice about bullying issues on 0808 808 3555.

If you are an adult who is experiencing bullying in your workplace:

We recommend that you contact ACAS <http://www.acas.org.uk/> - you could also contact your Union if you have one.

If you are having suicidal thoughts, or want to talk to someone about your mental health, contact your GP and you can contact the Samaritans on [116 123](tel:116123) or via email at jo@samaritans.org.

If you are worried about the safety of a child:

you can talk to NSPCC and report it through their services: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/>

You can also contact Greenwich Children's Services MASH Team: 020 8921 3172. In an emergency, always dial 999.

If you are worried about an adult at risk:

you should contact Greenwich Adult Social Care Team: 020 8921 2304. If you think it is an emergency always dial 999.