Goldsworth Primary School- *Anti-Bullying Policy*

Ready   *Respectful*   *Safe*

Links to other policies

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
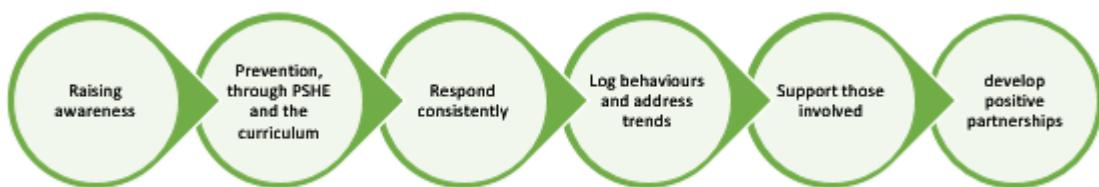- Single Equality Policy
- PSHE Policy

Introduction

Bullying affects everyone, not just the aggressor and the victims. It also affects those other children who watch, and less aggressive pupils who can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

All institutions, both large and small, contain some pupils with the potential for bullying behaviour, including vulnerable groups e.g. children with SEND, looked after children, young carers, etc. A well-disciplined and organised school can minimise the occurrence of bullying.

Aims and Objectives

Our School believes that its pupils have the right to a supportive, caring and safe environment in which they can learn effectively, improve their life chances and help them maximise their potential, without the fear of being bullied.

We aim to prevent and deal with any bullying and promote an ethos where bullying is regarded as unacceptable, by:

Raising awareness → Prevention, through PSHE and the curriculum → Respond consistently → Log behaviours and address trends → Support those involved → develop positive partnerships

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' *Safe to Learn: embedding anti bullying work in schools (2007)*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for someone to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered particularly in cases of sexual, sexist, racist, homophobic or transphobic bullying and when children with disabilities are involved. If someone could be in danger, then intervention is urgently required.

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that 'nothing can be done'. It is therefore important that we show that we can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied so extra vigilance is needed for these young people.

Bullying can take place between:	Signs of Bullying
Young people: peer-on-peer Young people and staff Between staff Individuals or groups	**Physical**: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or school work, loss of appetite, stomach aches, headaches, soiling/bedwetting **Emotional**: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression **Behavioural**: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Types of bullying

Physical	Verbal
Physical assault such as: kicking, punching, poking, tripping people up etc. Taking or damaging belongings of others.	Verbal bullying such as • name calling • taunting • mocking • making offensive comments
Cyber	**Homophobic/ gender-based**
Use of internet and related technologies to harm people in a deliberate, repeated and hostile manner.	Bullying based on sexist attitudes that intimidate or harm another person because of their sex or gender. Negative attitudes and feelings towards people who are identified or perceived as being lesbian, gay, bisexual or transgender.
Racist	**Religious**
The repeated aggression against people because of their race, colour, nationality or ethnic origin, with the purpose of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment.	Conduct or words or practices which disadvantage people because of their colour, culture or ethnic origin.

Roles and Responsibilities

All adults have a responsibility to support children and keep them safe. It is important to work collaboratively on this to ensure the most consistent and effective approach.
The Anti-bullying Coordinator at Goldsworth Primary School is Emma Knight
A nominated governor oversees Anti-bullying procedures. The latest information can be found on the Governors page of the website.

Staff should:
- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents/carers and staff at least once a year.
- Ensure the maintenance of good order and discipline at all times during the school day (including breaktimes) when pupils are present on the school premises or elsewhere.

Pupils should:
- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – tell someone.
- Follow the school's expectations and rules.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:
- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Reinforce to their children that retaliation is not helpful.
- Contact the school office to arrange an appointment with their child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour
- Headteachers, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying)
- School staff to use physical force in certain circumstances

Strategies for the prevention and reduction of bullying

As part of our on-going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss values/ British values and the appropriate way to behave towards each other, e.g. assembly, circle time, the PSHCE programme.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Treat bullying as a serious offence and take every possible action to eradicate it from our School.
- Playground buddies
- Staff training and development
- Friendship groups
- Online Safety teaching once a half- term at least in Computing lessons

There is also a child friendly guide available to share with pupils, indicating how to deal with situations of bullying. (Appendix 2)

Procedures for reporting and responding to bullying

Our school has clear systems to report bullying for staff, parents/carers and children, as outlined in the flow chart.

If bullying is suspected we talk to the suspected victim, the alleged aggressor and any witnesses. If any degree of bullying is identified, help and support will be given as is appropriate to all parties.

Goldsworth Primary School has a three-tiered approach to stopping bullying in the school. It is based on prevention, detection and response (Low-Level, Escalation and High-Level). Co-ordination of this will be the responsibility of the Headteacher and members of the Senior Leadership Team. Below is a summary of this approach and Appendix 3 shows a flow chart of this.

Prevention

As previously stated, strategies are put into place to prevent and reduce incidents of bullying.

Detection

All reports of bullying will be investigated and dealt with by the class teacher, teaching assistants and midday supervisors. If the incident is found to be that of bullying, a record will be made using the school's online reporting tool (CPOMS) which informs all members of the Senior Leadership Team. In this way pupils will gain confidence in telling any adult. This confidence factor is of vital importance.

Any serious cases of bullying will be verbally reported to a member of the Senior Leadership Team immediately.

If it is established that systematic or serious bullying has taken place, parents/carers of victims and aggressors will be contacted by the Headteacher or a member of the Senior Leadership Team so that they have an opportunity to discuss what has happened. Teachers and parents can then work collaboratively.

Response:

All levels including low-level:

- When considering any incidents of bullying, staff will always think about the following questions in regards to incidents: what, where, when, who and why. If a group is involved then all members will be spoken to separately, including bystanders. Other pupils may also be spoken to in order to get a clearer picture.
- Written records of any reports of bullying and of such discussions will be logged on the school's online reporting tool (CPOMS). These records are analysed and monitored weekly to ensure any consistent incidents are addressed.
- Children may be asked to write down what has happened, any accounts/reports should be scanned and attached to the main report logged on CPOMS.
- Where appropriate, the parents/carers of both parties will be met with to explain the actions being taken and to discuss ways in which they can help or support the school's actions.
- The victim and aggressor, as well as bystanders, will be supported. The victim will receive support in order to deal with their feelings and the aggressor in order to change this type of behaviour and prevent further

incidents occurring. If emotional support is needed further, this will be arranged with the school ELSA or appropriate person.
- Consequences of bullying will follow the school behaviour policy.

Escalation:
- Where continued bullying has come to the attention of staff, staff will discuss with each pupil involved what has happened.
- Discussion held with all involved and if appropriate, with parents present.
- Consequences of bullying will follow the school behaviour system.

High response:
- Where appropriate, high-level responses may include:
  o A restorative conference (where a bullying incident occurs all those involved are asked to attend to acknowledge the harm caused and discuss what needs to be done to repair the damage and prevent it from happening again)
  o A referral to outside agencies (including the police, social services, counsellors and voluntary agencies such as victim support).
- Consequences will follow the school's Behaviour Policy and may include exclusion in severe cases.

Monitoring, evaluation and review
The success of the Anti-bullying Policy will be reviewed every 3 years or earlier to take account of new knowledge or other changes affecting the school.

Complaints procedure
If there are any issues with the way that a member of staff has dealt with your concerns, please note our complaints policy/procedures can be found on the school website.

Wise Owl Club - Breakfast and After School

This policy also applies to Wise Owl Club and where it refers to pupils this applies to, where appropriate, all pupils attending the Wise Owl Club. If there are concerns raised at other school clubs, we would deal with the allegations in line with school policy, and investigate accordingly.

Golden Owl Nursery

Golden Owl Nursery will approach bullying in an appropriate way for the age and development of the children in their care. Bullying is mentioned in their Behaviour Policy found on their website.

Date written: April 2025
Author: E Knight
Review: April 2028

Appendix 1: Examples of additional support offered & Useful resources & links to organisations

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victim's parents/guardians.
- by offering continuing support when they feel they need it e.g arrange for them to be escorted to and from the school premises.
- by taking one or more of the ten disciplinary steps described below to prevent further bullying.
- by monitoring the situation to ensure that bullying has stopped and that the victim is happy in school

We also support the aggressors in the following ways:

- by talking about what happened to discover why they became involved. Informing the bullies' parents/guardians.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the ten disciplinary steps described below to prevent further bullying.
- by monitoring the situation to ensure that the disciplinary steps have been successful

Bullying incidents will be recorded by the member of staff who deals with the incident, including dates and subsequent action, and this will be stored on CPOMs. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the Governors.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
  www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
  www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 2: Child friendly Policy/leaflet

If you are bullied:-

DO:-
- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- TELL SOMEONE.

DON'T:-
- Do what they say.
- Get angry or look upset.
- Retaliate, e.g. hurt them back in any way.
- Think it's your fault.
- Hide it.

If you see someone being bullied:-

DO:-
- Tell the bully to stop if it is safe to do so.
- TELL SOMEONE STRAIGHT AWAY.

DON'T:-
- Walk away and ignore the bullying.
- Stay silent or the bullying will keep happening.
- Lose your temper.

The Head Teacher, staff, Governors, and all the children will work together to:-

- Make our school a place where everyone can feel safe and happy. **That means no bullying allowed!**

- Help everyone to get on with each other because we believe that everyone has the right to be who they are.

Goldsworth Primary School

Children's Anti-bullying Guide

GOLDSWORTH PRIMARY SCHOOL

Several **T**imes **O**n **P**urpose   **S**tart **T**elling **O**ther **P**eople

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What is Bullying?

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not.

Don't worry, this is a normal part of growing up and is not bullying.

Bullying is when someone **repeatedly** harms someone, by behaving in a way which hurts, frightens or upsets them.

Bullying can be......

Physical: Pushing, kicking, hitting, punching, scratching, spitting, or any use of violence.
Relational: Hurting your feelings, leaving you out, turning friends against you.
Verbal: Name calling, teasing, put downs, sarcasm, insults, threats.
Racist: Being unkind about your race or language.
Cyber: Saying unkind things by text, e-mail and on the internet.
Sexist: Intimidating, demeaning or harming because of your sex or gender.

When is it bullying?

Several

Times

On

Purpose

At Goldsworth Primary School we promise to always treat bullying seriously.

Who can I tell?
- A friend
- A family member
- A trusted peer/older child
- Our Head Teacher
- A teacher
- A teaching assistant
- A member of staff on duty at lunchtime
- Any other adult

MOST IMPORTANTLY:-

If you are being bullied:

Start
Telling
Other
People!

Appendix 3: Flow chart of approach to dealing with bullying

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┌─────────────────────────────────────┐
│ School wide approach- aim to         │
│ prevent and reduce likelihood of     │
│ bullying at Goldsworth               │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Report of bullying                   │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Recorded with relevant detail on     │
│ CPOMS system                         │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Senior Leadership Team made          │
│ aware of the incident                │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Consider history of events           │
│ and external factors                 │
│ contributing to the                  │
│ incident                             │
└─────────────────────────────────────┘
         ↙                    ↘
┌──────────────┐        ┌──────────────┐
│ Low Level    │        │ High Level   │
└──────────────┘        └──────────────┘
         ↘                    ↙
┌─────────────────────────────────────┐
│ Statements collated from             │
│ children and staff                   │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Parents informed                     │
└─────────────────────────────────────┘
         ↙                    ↘
┌──────────────────┐    ┌──────────────────┐
│ Discussion held  │    │ Formal meeting   │
│ with both        │    │ held with        │
│ parties and a    │    │ both parties     │
│ restorative      │    │ and a            │
│ plan put into    │    │ restorative plan │
│ place            │    │ put into         │
│                  │    │ place            │
└──────────────────┘    └──────────────────┘
         ↘                    ↙
┌─────────────────────────────────────┐
│ Referrals made to outside            │
│ agencies if appropriate.             │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│ Consequence to aggressor             │
│ in line with behaviour               │
│ policy                               │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│ Monitor & review                     │
└─────────────────────────────────────┘
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