

Godolphin Primary School



Anti - Bullying Policy

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Implementation	Sept 2020

Review Date
Reviewed September 2021. Amended to include changes to KCSiE 2021.
Next review: September 2022

Aims

- To ensure the all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
- To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.
- To ensure that all pupils, parents, staff and governors and others are aware of this policy and know that appropriate action will be taken.
- To recognise that bullying can take place off site and that the school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Definition of Bullying

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others. We say a pupil is being bullied or picked on, when another pupil or group of pupils say nasty or unpleasant things to him or her. It is also bullying when a pupil is hit, kicked, threatened, sent nasty

notes or when no one talks to him/her. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying can take many forms but may be:

- Physical: e.g. hitting, kicking, taking or hiding belongings.
- Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes.
- Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
- A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).
- E-Safety: e.g. cyber bullying

Any of these may also have contexts, which discriminate in relation to race, sex, sexual orientation, SEN or disability.

Procedures for Noting and Reporting an Incident of Bullying Behaviour

1. All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance.
2. Serious cases of bullying behaviour by pupils will be referred immediately to the head teacher or a senior member of staff in her absence. Parents or guardians of victims or bullies will be informed by the head teacher earlier rather than later of incidents so that they are given the opportunity of discussing the matter. They are then in a position to help and support their children before a crisis occurs.
3. Non teaching staff including caretakers and cleaners are encouraged to report any incidents of bullying behaviour witness by them to the teaching team. In the case of a complaint regarding a staff member this should be raised with the head teacher. Staff should follow the schools whistle blowing policy for further advice and guidance.
4. Governors, visitors and volunteers are encouraged to follow the same procedure as staff when reporting incidents or bullying.

Probable signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or even truant from school.

Encouragement to tell (Disclosure by pupils being bullied)

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Procedures for Investigating and Dealing with Bullying

Teachers will take a calm, unemotional problem solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardian. In any incident of bullying, the teacher will speak

separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

- When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non aggressive manner.
- If a group is involved, each member will be interviewed individually and then the individuals are met as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. Other pupils may also be interviewed to get a clearer picture.
- Incidents of once off aggression will be dealt with according to the schools Code of Discipline. If it is concluded that a pupil has not been engaged in bullying behaviour, it will be made clear to him/her to see the situation from the victims' point of view.
- The 'No Blame' approach may also be used to resolve less serious incidents of bullying.

The 'No Blame' Approach

- Interview the child being bullied and the bully
- Interview others involved
- Explain the problem
- Share responsibility
- Encourage pupils to identify solutions
- Meet them again

Teachers who are investigating cases of bullying behaviour will keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident.

In cases where it has been determined that bullying behaviour has occurred, meet with the parents or guardians of the two parties involved as appropriate to (a) explain actions being taken and the reason for them, referring them to the school policy, (b) discuss ways in which they can reinforce or support the actions taken by the school.

Separate follow up meetings, with the two parties involved will be arranged, with a view to possibility bringing them together at a later date if the victim is ready and agreeable. This can have a therapeutic effect.

The School Curriculum

The school curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti bullying ethos in the school.
3. There are many opportunities within the curriculum to raise awareness, to teach relationships management, ethos enunciate policy and to discourage bullying via:

- Assemblies
- PSHE/Drama/Literacy lessons for example
- Circle time
- Group work/mentoring/mediation

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and /or harmed by their peers who are the same or a similar age; everyone directly involved with peer on peer abuse is under the age of 18 which defines the legal definition for a child in England.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and school staff are supported and protected as appropriate.

Prevention

As a school we will minimise the risk of allegations against other children by:-

- Providing a developmentally appropriate PSHE and RSHE curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe.
- Having a robust Online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.
- Having robust monitoring and filtering systems in place to ensure children are safe and act appropriately when using information technology in school.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other children.
- We will ensure that there are clear and consistent boundaries to what is considered to be acceptable behaviour and children will understand the consequences of unacceptable behaviour or language.
- The school will ensure that parents have a clear understanding of behaviours and language that are not acceptable within school.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a child against another child, members of staff will consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) will be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

If the case reaches the threshold, the Designated Safeguarding Lead will refer it to the MARU.

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the child/ren being complained about and the alleged victim/s, will be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.

If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Best practice in relation to record keeping and confidentiality should be adhered to at all times.

If the child has disclosed any potential harm staff need to ensure the principles and best practice of dealing with a disclosure of abuse are followed.

Manage Internally

In some cases, the Designated Safeguarding Lead may make the decision that this is a one-off incident with no significant harm to the child and deal with it internally. The behaviour and bullying policy may be referred to in these incidents. All decisions as well as the alleged incident will be clearly recorded.

Further details of peer on peer abuse are contained within Annexe A of the Department for Education statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All school staff and members of the Local Governing Body have access to this guidance and will have signed a declaration that they have read and understood their responsibilities in relation to school safeguarding and child protection as part of their induction. The school will ensure that there is further on-going training for staff and governors in relation to safeguarding and child protection and that they are provided with relevant safeguarding up-dates throughout the year – see SPCMAT 'Safeguarding and Child Protection Policy'.