



# Goat Lees Primary School

## Anti - Bullying Policy

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Signed by Headteacher	<i>T Adams</i>
Signed by Chair of Governing Board	<i>N Bellman</i>
Date Policy to be Reviewed	2 Years

# Anti-Bullying Policy

At Goat Lees Primary School we believe that children have the right to feel protected. We therefore agree that bullying in any form will not be tolerated. However, we recognise that from time to time, bullying can occur and it is vital that this is recognised and dealt with.

We recognise that bullying can be displayed in many forms, and all staff will take appropriate action. However, we aim for bullying to be prevented from the beginning, so we recognise that children should be taught a respect for themselves and others, and this respect should be shown at all times.

## Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can take many forms and is often motivated by prejudice against groups; for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Bullying can involve an imbalance of power between the perpetrator and the victim; this could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. An imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
- Bullying can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online (cyberbullying). This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Goat Lees Primary School believe that bullying should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

*If left unchallenged or dismissed as “banter”, it can lead to reluctance to report other safeguarding concerns or unacceptable behaviour. Early intervention will help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.*

- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- We also recognise that individuals may perceive a situation as bullying, when it is an isolated incident or may feel a situation is a bullying incident due to previous experiences.

## **Forms and types of bullying covered by this policy**

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology (cyberbullying)
  - Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

## **Spotting the bullied child**

Pupils who are being bullied may:

- Frown or look unhappy or angry
- Try to move away from the aggressor
- Not take turns, the aggressor maintaining the dominant role throughout the interaction
- Retaliate in some way (even leading to bullying themselves)
- Be frightened of walking to or from school
- Be frightened to say what's wrong
- Be afraid to use the internet or mobile phone
- Be nervous or upset when a cyber-message is received

## **Playtime**

Where bullying takes place, it is often outside of the classroom and may be in the playground. We aim to reduce and eradicate bullying by having well-informed staff in supervisory roles. There will be play activities available and the staff play a leading role in involving everyone in them.

During the lunch break we provide areas for quiet and energetic play.

Children will be taught a range of co-operative games and equipment will be made available to occupy them during these less structured times.

## Dealing with a minor incident

If staff witness a minor incident of bullying, they should ensure they ask for and listen to both sides of the story, doing so away from other pupils. The children should be encouraged to find a solution to the problem themselves, if possible, and without bad feeling remaining between them.

Appropriate sanctions can be useful in responding to these isolated incidents of bullying which do not result in actual physical harm. A reprimand may be sufficient to deter a pupil from name calling or mild teasing.

The incident and the outcome is recorded on the school Safeguarding system 'My Concern' and may be recorded in the online behaviour system (Arbor).

## Dealing with a serious incident

If staff witness or suspect a serious incident it must be thoroughly investigated and will be recorded on the online behaviour system (Arbor) as well as being recorded on the school 'My Concern' system. The child may be asked to complete a 'Think Sheet'. (Younger children could draw pictures or have an adult scribe for them) The incident must be reported to the Class Teacher and the Headteacher. The Headteacher/Senior Leadership Team will discuss the incident with the children involved and decide any sanctions. Possible sanctions include the loss of playtimes or privileges.

Direct action against bullying should occur within a context which reminds pupils that bullying behaviour is unacceptable to the school and will not be tolerated. This will be dependent on the age and stage of the child but all incidents should be taken seriously.

If the bullying is directly related to a comment or action regarding an individual's race, colour or ethnicity then it should be considered as a racist incident and the necessary monitoring form should be used. Discretion should be used when dealing with pupils with Autistic Spectrum Disorder (ASD), who may make comments without understanding the significance of their comments. These incidents should always be addressed, within reason as appropriate to the age and stage of the child, and may be seen as an opportunity to educate the perpetrator in what may or may not be acceptable both within the school and in society as a whole.

## Responsibilities

- It is the responsibility of:
  - The headteacher to communicate this policy to our community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and the senior leadership team to take joint responsibility.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - The Designated Safeguarding Lead (DSL) to ensure that all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) are recognised by our community as being abusive (specifically child-on-child and/or emotional abuse) and to ensure that any concerns are responded to as safeguarding concerns, in line with our child protection policy.
  - All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

## Parental Involvement

We believe that parents have a vital role to play in combating bullying. Teachers will inform parents if their child is involved in bullying or any serious incident. Parents are encouraged to approach teachers if they have any concerns regarding their children.

## Classroom

Through the curriculum the following issues should be explored;

- What is bullying?
- What causes pupils to bully each other?
- What does it feel like to be bullied or to bully?
- What are the effects of bullying behaviour on all those involved?
- Why should we not bully each other?
- What can we do to stop bullying?
- What is cyber bullying - please also refer to the e-safety policy and curriculum map in regards to staying safe on line and through other forms of technology

## Strategies for tackling bullying behaviour

- Make preventing and tackling bullying a high priority within school, with a clear commitment from all staff and provide opportunities for discussing this matter at weekly briefings

- Refer to bullying within the Personal, Social, Health Education (PSHE) curriculum
- Encourage pupils to tell staff or a trusted adult if they are being bullied
- Respond to bullying behaviour promptly and consistently
- Train and inform staff of bullying issues as appropriate

## Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors at FGB meetings about bullying incidents and reports about the effectiveness of the policy where appropriate.

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability>
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://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](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

#### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

#### **LGBT**

- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>

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