



Goat Lees Primary School

Anti - Bullying Policy

Draft Prepared	12/03/17
Date Agreed	15/06/17
Signed by Headteacher	<i>Teresa Adams</i>
Signed (Chair of TGB)	<i>Rita Hawes</i>
Date Policy to be Reviewed	2 Years (In line with the Behaviour and Discipline Policy)

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.

What is Bullying?

We will teach the children to recognise that bullying may be in many different forms. The acronym **STOP** will be used as a reminder as it reinforces that bullying is something that happens **Several Times On Purpose**.

Behaviour may include direct or indirect bullying.

This could take the form of:

- Name calling and teasing
- Physical violence
- Threats
- Isolating individuals from group activities
- Spreading rumours
- Singling an individual out in some way
- Cyber bullying -using ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some Children and Young People (CYP) may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

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 and jumpy 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.

Dealing with a serious incident

If staff witness or suspect a serious incident it must be thoroughly investigated and a serious incident sheet completed. The child may be asked to complete a 'Think Sheets'. (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. A bullying incident form should be completed in order to form part of the monitoring process.

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.

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 whatever the circumstances 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.

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
- Use Positive Action materials to promote school values which reject bullying behaviour and promote co-operative behaviour
- 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.