

Godwin Primary School



Anti-Bullying Policy

July 2024



Anti-Bullying Policy and Procedures

Date	Review date	Responsible Person
July 2024	July 2025	Chris Wilding

Rationale

"Providing a safe and happy environment is integral to achieving the wider objectives of school improvement: raising attainment; improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Every Child Matters – they can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being."

(DfES, Safe To Learn: Embedding anti-bullying work in schools, 2007)

Godwin Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

This policy is part of our commitment to pupil health and well-being. It is part of a whole-school approach, linked with other policies and practices including: Behaviour, E-Safety, Acceptable Use of ICT, Confidentiality, SEN, Safeguarding, Safety Week, SEAL, Circle time, ICT, PSHE and our commitment to the London Healthy Schools programme. It draws on the DfE guidance *Preventing and Tackling Bullying, October 2014*.

Statutory Duty of Schools

Every school must have measures in place to prevent all forms of bullying.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

The *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools (See Appendix 2).

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If senior leaders feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Objectives of this Policy

- All governors staff, pupils and parents should have an understanding of what bullying is;
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported;
- All pupils and parents should know what the school policy is; what they should do if bullying arises.

What is Bullying?

Godwin Primary School defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”
(DfES, *Safe To Learn: Embedding anti-bullying work in schools, 2007*)

Bullying may include:

- Verbal or online abuse - name-calling, taunting, mocking, making offensive comments;
- Physical harm – kicking, hitting, pushing;
- Taking belongings;
- Inappropriate text messaging and emailing (cyberbullying);
- Sending offensive or degrading messages by phone or via the internet;
- Producing offensive graffiti;
- Gossiping;
- Excluding people from groups;
- Spreading hurtful or untruthful rumours – including online.

Specific types of bullying may include:

- Bullying related to race, religion or culture;
- Bullying related to Special Education Needs (SEN) or other disabilities;
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation/transgender;
- Bullying of young carers/looked-after children or related to home circumstances;
- Sexist or sexual bullying.

There is no hierarchy of bullying within these definitions – all forms of bullying are taken equally seriously and dealt with appropriately. Bullying can take place in any school, including Godwin. Recognising this is the first step to eradicating it.

Symptoms of Bullying

“A child may indicate by signs or behaviour that he or she is 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;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or "go missing";
- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- 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 & 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.”

(KIDSCAPE 2005)

Procedures

Our school's response to bullying does not start at the point at which a child has been bullied. Our approach involves being aware of issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

In keeping with the Godwin Values, everyone is expected to treat each other with respect because they know that this is the right way to behave.

When an incident does occur, the following steps may be taken when dealing with it:

- If bullying is suspected or reported, incidents are dealt with immediately by the member of staff who has been approached;
- Incidents may be reported orally by pupils or via class worry-boxes;
- If a bullying incident is reported, a clear account of the incident will be given to the Anti-Bullying Coordinator – an example report form follows Appendix 2;
- The Anti-Bullying Coordinator will collate details from all concerned and will record the incident on the Anti-Bullying Log;
- Appropriate members of staff will be kept informed;
- As appropriate, parents will be kept informed;
- Punitive measures will be used as appropriate, using the school behaviour management system and the 'Sanctions' section of this policy;
- The school's Confidentiality Policy must be observed.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff;
- Reassuring the pupil;
- Offering continuous support;
- Restoring self-esteem and confidence;
- Informing parents or carers if appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong-doing and need to change;
- Informing parents or guardians to help change the attitude of the pupil.

Cyber Bullying

Cyber Bullying includes texting, e-mail, postings on websites or any other form of bullying using ICT. If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time:

- Advise the child not to respond to the message;
- Refer to relevant policies and apply appropriate sanctions;
- Secure and preserve any evidence;
- Inform the sender's e-mail service provider;
- Notify parents of the children involved;

- Consider delivering a parent workshop for – or sending letters to - the school community;
- Consider informing police depending on the severity or repetitious nature of offence.

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff, the same procedures should be followed, except those that reference parents/children etc.

The school community should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

The Education Act 2011 gives teachers a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Sanctions

Disciplinary steps are carried out at the school's discretion. Sensitivity must be given to all the pupils involved. This includes taking into account: age, personal welfare, and the background to the incident. Any sanctions will reflect the whole school ethos and be consistent with other relevant policies (Safeguarding, Behaviour etc). Possible outcomes include:

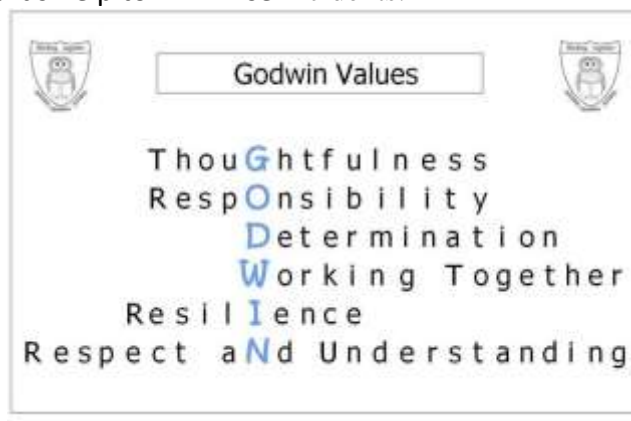
- Official warnings to cease offending, incorporating the Stay On Green approach;
- The bully (bullies) may be asked to genuinely apologise and, if possible, the pupils will be reconciled;
- Alternative lunch;
- Detention.

For persistent offenders:

- Exclusion from certain areas of school premises;
- Minor fixed-term suspension;
- Major fixed-term suspension;
- Permanent exclusion.

Prevention

Godwin's motto is "Working Together." The school ethos is based upon the Godwin Values (see below) and informs all areas of school life. Pupils are encouraged to keep the "Golden Rules" and have an opportunity to establish a democratic voice through School Council and surveys. Systems to promote high self-esteem and positive behaviour through incentives such as Stay on Green, Green Time, values certificates, team points and Headteacher rewards help to minimise incidents.



Within the curriculum, the school raises the awareness of the nature of bullying through inclusion in PSHE, SEAL, Circle Time and assemblies. For example, every year group in KS1 and KS2 has its own anti-bullying unit of work as part of the school's PSHE provision. We also use KIDSCAPE materials for exploring safety issues with pupils, including bullying, stranger danger and domestic abuse during Safety Week. Issues surrounding cyber-bullying are explored in the ICT curriculum. Opportunities for exploring the issues surrounding bullying may occur through drama, art, music, poetry and dance as well as visiting organisations/speakers.

In addition:

- Parents consultation ensures clear understanding that the school does not tolerate bullying and communicates procedures to follow if they believe a child is bullied;
- Quick responses to complaints ensure parents feel confident any complaint about bullying is taken seriously and resolves the issue in a way that protects the child;
- Pupils are consulted and understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- Staff regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- Disciplinary sanctions are clear so that the consequences of bullying reflect the seriousness of the incident and others see that bullying is unacceptable;

Guidance on how lessons are taught can be found in the Teaching and Learning Policy.

A wide range of resources assists with the delivery of lessons. This includes books, DVDs, videos, props, games and posters. Staff should inform the Anti-Bullying coordinator if they require specific resources that are not available in school.

All those involved in teaching are given opportunities to develop skills, knowledge and confidence in addressing anti-bullying issues through their Continuing Professional Development. Such opportunities include: team teaching, peer coaching, observations, training courses and classroom support. Any form of CPD should be disseminated within the school and staff are encouraged to evaluate its impact on teaching and learning.

The school environment has also been improved to prevent bullying. Staff supervision, playground activities, lunchtime clubs, and the provision of adequate resources lessen the opportunity for bullying to occur.

All staff should be aware that, under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the Designated Safeguarding Lead should be informed and the school's procedures must be followed in accordance with the Godwin Safeguarding Policy.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for Headteachers and school staff' – see Appendix 1.

The Anti-Bullying Coordinator

This is currently Chris Wilding.

Location and Dissemination of the Policy

A copy of the Anti-bullying Policy shall be held by the coordinator and published on the school website for other stakeholders to view.

Monitoring and Evaluation

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

A record of incidents shall be kept and reviewed by the anti-bullying coordinator and recorded on Integris. This will be reported to governors at Full Governing Body meetings.

Development and Review Process

This policy shall be reviewed annually.

Ratified by Governors at Full Governing Body meeting

Signed by: P. Malcolm (Chair of Governors) Date:

APPENDIX 1: Help Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed at <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

National Bullying Helpline: A wide range of resources are available online at nationalbullyinghelpline.co.uk

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: Provides online safety information for educators, parents, carers and young people.

Childline: 0800 1111

Parentline Plus: 0808 800 2222

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Other DfE advice and guidance :

- Cyberbullying: advice for Headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools

APPENDIX 2: Statutory Requirements

Relationships Education, Relationships Education and Sex (RSE) & Health Education – DFE July 2019 lays out an extensive statutory curriculum aimed at a preventative approach to bullying, including teaching pupils:

Caring friendships

- how important friendships are in making us feel happy & secure; how people choose/make friends.
- characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests; experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how **to** recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps to take in a range of different contexts to improve/support respectful relationships
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online safety

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Health Education

- that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).



Bullying Report Form

(Once completed, please give a copy to Mr Wilding)

Date:

Name of person completing form:

Name and Class of those involved. Also state their roles in the incident/incidents:

Describe briefly what happened/ is happening – e.g. Where? When? Who? How often?

How was the problem reported?

What action has been taken so far?