ANTI-BULLYING POLICY

CONTENTS

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1. Statement of intent

Gayhurst offers its pupils a broad, rounded education in a happy and caring environment where children's pastoral needs, happiness and wellbeing are paramount; therefore, the school does not tolerate any bullying and this policy sets out the measures taken to prevent this as far as is practicable.

The following non-statutory DfE advice has been considered in the drawing up of this policy:
- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for Headteachers and School Staff (2014)

2. Objectives of this policy

- To provide all governors, teaching and non-teaching staff, pupils and parents with an understanding of what bullying is and how to respond and deal with it.
- To provide guidance so that all governors, teaching and non-teaching staff should be able to identify an agreed threshold when bullying should be referred on to external authorities such as the police and local safeguarding board. Such occasions can be when the child is perceived to be 'at risk' or 'in need' of specialist intervention and support due to the bullying they have suffered or are suffering.
- To inform pupils and parents about what the school policy is on bullying and what they should do if bullying arises.
- To show a clear intent that as a school, we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Support will also be offered to any child accused of bullying so that they are able to understand the consequences of their actions and modify their behaviour accordingly.
- To present a clear commitment that bullying of any sort will not be tolerated at the school.

3. Overview

Bullying of any kind is unacceptable at the school. If bullying does occur, all pupils are encouraged to tell any adult working within the school community, safe in the knowledge that incidents will be dealt with promptly and effectively. Gayhurst is a 'TELLING' school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff or intervene to stop the bullying by challenging those who are behaving in such a way. Pupils are informed that being a bystander and doing nothing is tantamount to condoning the bullying action.

Gayhurst School prides itself on the respect and mutual tolerance shown between pupils. Parents/guardians have an important role in supporting us in maintaining high standards of behaviour. It is essential that the school and parents have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part

of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils electronically on the school website or in hard copy on request from the Bursar.

4. What is bullying?

"Bullying may be defined as: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally". Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies. Bullying results in pain and distress to the victim, it can impact on progress and development and may cause long lasting psychological damage that may potentially result in suicide in the worst cases. Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or cared for or is a carer. Bullying may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying can be:

- Emotional   being unfriendly, excluding from games, tormenting (e.g. hiding books, threatening gestures)
- Physical   pushing, kicking, hitting, punching or any use of violence
- Racist   racial taunts, graffiti, gestures, offensive allusions to race or ethnicity
- Sexual   unwanted physical contact or sexually abusive comments
- Homophobic   because of, or focussing on the issue of sexuality
- Verbal   name-calling, sarcasm, spreading rumours or teasing
- Cyber   threats, taunts, name calling and the spreading of rumours via email, the internet, text messages, calls and associated technology such as camera and videos.

5. Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and feel safe. Pupils who are bullying need to learn different ways of behaving.

Gayhurst has a responsibility to respond promptly and effectively to issues of bullying.

6. Signs and symptoms

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of or unwilling to go to school
- changes their usual routine

- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries at night or has nightmares or begins bedwetting
- often feels ill in the morning
- begins to do poorly in school work, or produces work that appears to have been copied, interfered with or spoilt by others
- comes home with torn clothes or damaged books and personal belongings
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay a bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile telephone
- is nervous and jumpy when a cyber-message is received.

These signs or behaviours could indicate other problems which are referred to in the Safeguarding Policy but bullying should be considered a possibility and should be investigated. In cases of bullying incidents where there is cause to suspect that a child is suffering, or likely to suffer, the incident should be treated as a safeguarding concern.

7. Procedures

7.1. Preventative Measures

We take the following preventative measures in order to ensure that bullying does not become a problem:

- All pupils (including and our youngest pupils) are briefed thoroughly and understand the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will be supported.
- All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying during induction to the school. They are required to read the school's policy as part of their induction. We use appropriate assemblies to explain the school policy on bullying and observe national campaigns such as anti-bullying week to reinforce this message.
- Our PSCHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school and help pupils understand the importance of avoiding prejudice-based language. Other curriculum subjects will at times reinforce this understanding through the projects, drama, stories and literature studied.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- Parents are also responsible for noting and reporting any incidents of bullying that take place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely in order to evaluate the effectiveness of our approach to bullying and to enable any patterns to be identified and monitored.
- All staff offer excellent pastoral support and can receive additional training so that they are alert to possible signs of bullying and able to deal with it appropriately on instances when it occurs. This may include developing the understanding of the needs of pupils, including those with special educational needs or disabilities or LGBT persuasions. Where needed, the school can bring in specialist guidance to help staff and pupils understand the different needs of pupils such as those referred to.
- Staff are always on duty at times when pupils are not in class and monitor the school site, particularly areas where bullying might occur such as toilets and changing rooms. They are trained to be alert to inappropriate language or behaviour.
- We encourage close contact between the staff and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- The school can apply sanctions to any child found to be bullying another child, reflecting the seriousness of an incident and conveying a deterrent effect to other pupils. In cases of severe or persistent bullying, stronger sanctions such as suspension or exclusion may be considered. Such sanctions demonstrate that bullying will not be tolerated at the school.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils but excluding occasions when children are under the supervision of their own or other parents such as at parties.
- Records are kept in order to evaluate the effectiveness of our approach to bullying and to enable any patterns to be identified.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- Where there is reasonable cause to believe that a child is at risk of suffering or is likely to suffer significant harm because of any bullying, such instances will be treated as a safeguarding concern and the police or social care and local safeguarding board may be contacted as a result.

7.2. Cyberbullying – Preventative Measures

In addition to the preventative measures described above, we:

- Expect all pupils to adhere to the school's charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.

- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offer guidance on the safe use of social networking sites and cyberbullying in PSHCE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Do not permit mobile phones in classrooms or public areas of the school. Should a child have good need of a mobile phone (a child who walks to and from school for instance) the phone must be handed in to the school office at the beginning of the day and collected when the child is about to leave school.

7.3. Procedures for Dealing with Reported Bullying

- All bullying must be reported (incidents and suspicions) to a member of staff. Pupils are reminded regularly that Gayhurst is a 'Telling School'.
- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- The victim will be interviewed on his/her own. The bully, together with all others who were involved, will be interviewed individually. The victim and the bully and all others involved may be asked to write an account of the incident. However, the members of staff involved must ensure that the incident is recorded on a school incident form and signed and dated.
- There may be times when the best way to stop bullying is to bring the matter to the attention of the whole class or group without identifying individuals.
- In cases of serious bullying, the record will be placed on file and a copy given to the Headmaster. Parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary the governors will be informed and independent bodies consulted (police, social services) but it is the school's policy to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- The school will support the victim through monitoring and identifying a key member of staff who can turn to for support. Efforts will also be made to support them in developing strategies to help themselves prevent any further bullying.
- Efforts will also be made to help the bully (or bullies) reflect on and change their behaviour, recognizing that they may be victims too.
- Relevant staff will be notified and made aware so that vigilant monitoring and supervision can occur to review any strategies be put in place to prevent any further occurrences.

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or

anything else) are not being addressed properly.

8. Training and awareness

To reduce the incidence of bullying the school operates a thorough and effective supervisory system. Awareness and effectiveness of dealing with bullying is part of staff training, discussed regularly at staff meetings, incorporated into the Safeguarding Policy and disseminated constantly through the school PSHCE policy. Staff have a significant role to play in creating an environment of good behaviour and respect, where success and diversity is celebrated. Staff are expected to role-model such behaviour.

9. Specialist Organisations

9.1. Bullying

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- 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.
  - o 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 here.

- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

- 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.

- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for

practitioners.

9.2. Cyber-bullying and online safety

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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

- Internet Matters: provides help to keep children safe in the digital world.

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

- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

9.3. LGBT

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

- 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.

- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

- **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.

9.4. 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.

- **Information, Advice and Support Service Network**: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

9.5. Mental health

- **MindEd**: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

- **PSHE Association** – **guidance and lesson plans** on improving the teaching of mental health issues

9.6. Race, religion and nationality

- **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.

- **Educate Against Hate**: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

- **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.

- **Tell MAMA**: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

- **Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

9.7. Sexual harrassment and sexual bullying

- **Ending Violence Against Women and Girls** (EVAW): **A Guide for Schools**. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

- **Disrespect No Body**: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

- **Anti-bullying Alliance**: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.