

# GOLDINGTON GREEN ACADEMY



## **Anti-Bullying Policy**

### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school

### **Intent of this Policy:**

We want to ensure that:

- All governors, staff, pupils and parents have an understanding of what bullying is and is not.
- Everyone knows what the school policy is and what they should do if bullying arises.
- All incidents are monitored to ensure successful outcomes have been accomplished.
- Our practice is underlined by our values and contributes towards ensuring better relationships within our school.

### **Our Values:**

We teach our children 22 core values based on Values Education in a structured rolling programme. All adults are required to act as role models and treat children with respect and fairness. As a Values School, bullying of any member of our community is unacceptable and will not be tolerated.

We are a TELLING school. This means that anyone who believes they are being bullied, be it a child or adult, is encouraged to tell someone they feel safe with, be it a parent or a member of staff, or a colleague. Whoever is told about a suspected case of bullying has a duty to tell the Deputy Head Teacher so that this can be fully investigated.

Our policy recognises the requirements of the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation.

### **Definition:**

#### **What Is Bullying?**

All members of the school community agree that:

- Bullying is sustained
- Bullying is deliberate
- Bullying involves one party having power over another
- Bullying can result in fear and/ or isolation of the victim

Children are taught that

- 'When someone says or does something **unintentionally** hurtful, and they do it once, that's rude.
- When some says or does something **intentionally** hurtful, and they do it once, that's mean.
- When some says or does something **intentionally** hurtful, and they keep on doing it, even when you tell them to stop, or show them you are upset, that's bullying.

**All members of the school community are encouraged to only use the term *bullying* if the situation meets this definition.**

#### **Bullying can be**

- Emotional: Such as being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: Such as pushing, kicking, hitting, punching or any use of violence
- Verbal: such as name-calling, sarcasm, spreading rumours, teasing perhaps because of Special Needs, disability, appearance or home circumstances

- Cyberbullying, this includes bullying using any kind of electronic device and includes text messages, mobile phones, email and internet (social network sites, chat rooms, bullying via games consoles and beyond. This can be anonymous, 24 hours per day and hidden so staff must ensure they are on high alert to this.

### **Types of bullying can include:**

- **Racism** racial taunts, graffiti, gestures due to difference of culture or religion
- **Sexual intent** unwanted physical contact or sexually abusive comment
- **Sexism** because the person is a male, female or other gender
- **Homophobia** because of, or focussing on the issue of sexuality
- **Appearance** size, disfigurement
- **Religion** prejudice against faith or belief
- **Online** including mobile phone based

### **Signs and Symptoms**

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

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins faking illness in an attempt to avoid school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Begins to do poorly in school work
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- 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
- Becomes secretive around their phone or anxious if they get messages

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **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. As a school we have a responsibility to respond promptly and effectively to issues of bullying. If the Senior Leadership team believe that bullying is in fact happening (as opposed to negative behaviour), then the process of dealing with the bullying (described below) will begin.

### **Implementation of Procedures**

Children are strongly encouraged to tell someone if they are being bullied themselves, or see bullying happening to anyone else. If parents are concerned that their child or any pupil is being bullied they are encouraged to discuss their concerns with a trusted member of staff.

When a bullying incident is reported to a member of staff, they will follow the agreed procedure as described below:

1. The bullying behaviour or threats of bullying will be investigated thoroughly and all members of staff including lunchtime supervisors are made aware of the situation. Feedback from other members of staff is vital to ensure that the information is accurate and appropriate actions can be taken.
2. In cases of bullying, parents of both the victim and perpetrator are informed and may be asked to come to a meeting with the class teacher /Deputy Head Teacher to discuss the way forward.
3. The bully is helped to change his/her behaviour through a process known as “restorative justice” whereby both victim and perpetrator are brought together (if appropriate) to help the bully realise how their behaviour is impacting on the victim. This will be fully supported by staff and both children fully supported individually by the Deputy Head. If this is not appropriate, an alternative and personalised support package will be put in place.
4. Pupils who have been involved as bystanders or witnesses will also be supported as appropriate. Sanctions may be put in place if appropriate.
5. Ongoing support will be put in place for all children involved, and will be discussed with the parents. This is long term and will be supported by members of the Inclusion Team. This aims to prevent future reoccurrences.
6. All bullying is followed up by a senior member of staff to ensure it has stopped. This is usually done by regular telephone contact or further meetings with child or parents or both, as appropriate.
7. All incidents will be recorded by staff involved and monitored by the Inclusion Manager who will keep them on file.
8. If necessary and appropriate, police will be consulted.

### **Bullying Management Process**

1. The perpetrator is/are asked what they think they have done wrong, and they are asked to try and understand how the victim might be feeling. This is done using the language of our Values Education framework and is fully supported by the Deputy Head in a positive way that is appropriate to the child.
2. They are asked what they think needs to happen next. This will include making a genuine apology to the other party, changing behaviours to ‘green behaviour’ and working towards reconciliation where this is a possibility.
3. Other consequences may take place such as missing some or all of their playtime, to attend a supported play sessions instead, although this sanction would not be used over a long period of time since this will isolate the perpetrator further.

4. Pupils are helped to re-integrate with their peers as soon as possible, with some guidance from a teacher/mentor if this level of support is felt necessary.
5. After the incident has been investigated and dealt with, each case is monitored carefully. This is to ensure that the perpetrator's behaviour has improved, and the victim is feeling safe again. A senior member of staff and/or the child's class teacher talks to the child and makes contact with their parents.
6. If it is felt necessary in particular cases formal meetings are arranged on a more regular basis.
7. In serious incidents exclusion may be considered.

### **Prevention and Education**

Our main approach to anti-bullying education is through our Values Education programme. We focus on a different value each month, and these have been determined by Neil Hawkes Value Based Education 22 values and are on a two year rolling programme. The value of the month is explored both in Collective Worship and in class lessons, and children gradually develop the skills of empathy and understanding for others. Whenever we get any issues of either bad behaviour or bullying we are able to use this framework to reflect on what went wrong and how we can put it right.

### **Teaching and Learning approaches to anti-bullying education**

- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying and discussing feelings
- Making up role-play situations to explore issues
- Learning about all forms of bullying including Cyberbullying, how to seek help and how to be a good friend.
- Having discussions about bullying and why it matters
- Inset training days for staff and governors on anti-bullying policy and practice
- Parent workshops aimed at raising awareness of e safety and cyberbullying practice in school.
- Regular meetings with the Midday Supervisors; this gives staff an opportunity to raise particular issues and helps ensure all staff give clear and consistent messages to the children about bullying and friendship issues
- Anti- bullying is discussed at Governors' meetings
- Posters around the school about bullying and what to do if you are feeling unsafe
- Distributing literature and consulting on the anti bullying policy with pupils, parents, governors and staff
- From time to time (often at the beginning of the school year) asking children to write or contribute ideas to a set of school "rules"
- The wider Inclusion Team, including the Family Worker, SEMH support worker and Inclusion Nursery Nurse provide specific and personalised support for any child deemed to be at risk of any aspect of bullying (victim or perpetrator) this will include work to empower them.
- Specific teaching around online bullying and how to keep safe is taught in all year groups.
- Specific teaching around racism and homophobia is planned for and specific workshops are led by Equaliteach.

Any data collected in response to bullying is incorporated into the work teachers do in class; often children and staff discuss matters that have arisen in the playground especially if there have been any “relationship conflicts” between pupils.

Data collected about patterns and types of bullying is also used in the annual review of the Anti-Bullying Policy and in reviews of the long term curriculum.

**Reviewed date: March 2022**

**Next review date: March 2023**

**Date: 22.3.22**

**Staff responsible: Rachel Timms**