

# Godstone Primary and Nursery School



## Anti-Bullying Policy

**REVIEW DATE:** January 2022

**REVIEWED BY:** Nick Usher

**NEXT REVIEW:** January 2024

**WRITTEN BY:** Laura Skingley

Headteacher:

Nick Usher

Chair of Governors:

Liam McGivern

**Introduction:**

At Godstone Primary and Nursery School (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Preventing and Tackling Bullying 2017, Cyberbullying: advice for headteachers and school staff – 2014).

**Principles that underpin the policy:****For Pupils who experience bullying that:**

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

**For pupils who engage in bullying behaviour that:**

- They engage with support and strategies that hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused
- They will have any safeguarding issues and/or emotional health and wellbeing issues, around their circumstances, addressed
- To be aware of other circumstances and situations that may be influencing the child's behaviour and take steps to address them

**For schools:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success

- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Children are encouraged to be reflective in their actions – supporting them to find different ways to manage difficult situations
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Services, outside agencies and community partners to promote safe communities
- That inclusive values are promoted and underpin behaviours and school ethos

#### **For parents / Carers**

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

#### **Rationale and ethos:**

At Godstone Primary and Nursery School we develop a positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all. We believe our community should be a safe space for all our community in which we can all learn and thrive and develop positive relationships with one another.

We believe that bullying is not acceptable in any form or in any context.

Our Anti-bullying policy is fundamentally linked to our school's core values:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion

The policy should be read alongside the following documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in School (2020)

- Anti-bullying 'Menu of Support' for Surrey Schools
- Surrey Guidance on Anti-Bullying
- Prevent Guidance
- Safer Surrey
- PSHE curriculum
- RSE guidance
- Safeguarding
- Drug and alcohol awareness
- Healthy schools
- Equalities Act
- Index for Inclusion
- Preventing and Tackling Bullying (DfE 2017)
- Cyberbullying: advice for headteachers and school staff (DfE 2014)

### **Policy Development**

This policy was formulated in consultation with the whole school community with input from: Members of staff, governors, parents/carers, children and young people. This was sought through staff and governing body meetings and consultations with our parent representatives.

Pupils contribute to the development of the policy through the school council, surveys/questionnaires, circle time discussions, PSHE and RSE lessons. Through the effective use of pupil voice our School Council will develop a student friendly version of this policy, to be displayed in each classroom

Parents/Carers will be encouraged to contribute by: taking part in written consultations, online surveys, parent meetings, parent rep meetings

### **Links with other policies**

Behaviour Policy

Child Protection and Safeguarding Policy

British Values Policy

Online Safety Policy

Equality and Equal Opportunities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE Policy

RSE Policy

Complaints policy

Mental Health and Wellbeing Policy

SEND Policy

SMSC Policy

Staff Behaviour Policy

## **How policy sits in line with the school Behaviour Policy**

Scope of this policy:

- bullying of students within school
- bullying of and/or students outside of the school, where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

## **Roles and Responsibilities**

**The Head Teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Lead in our school is: Nick Usher (Headteacher)

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

It is 'good practice' to have a nominated Governor with the responsibility for Anti-bullying. Our designated Governor for Anti-Bullying is Robyn Gennari.

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in School" (2020)

## **Definition of Bullying**

The DfE's definition of bullying from 'Preventing and Tackling Bullying' (December 2020):

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include:
- physical assault
- teasing
- making threats
- name calling

- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

**The Anti-Bullying Alliance defines bullying as:** The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

**How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

**Why are some children and young people or adults, more vulnerable to being bullied?**

**Specific types of bullying include:**

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

**Bullying can be:**

- Physical, e.g. kicking, hitting, pushing, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

**Bullying can take place between:** young people; young people and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical

disabilities; young carers, 'looked after' children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Whilst we are vigilant against bullying amongst our vulnerable groups, we take all incidents of bullying seriously and follow this policy in relation to all incidents.

### **What does bullying look like?**

Bullying can include:

- cyber bullying - inappropriate text messaging, group messaging and emailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media/gaming platforms
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

A bystander or accessory are words used to describe someone who is not participating in the act of bullying, but is there whilst it is happening and do nothing to stop it. It is important to remember that these people are not responsible and may not have any unkind intent. But are faced with a challenging situation and require support to know what to do in that situation. Often these children may feel intimidated by the bully themselves or a not sure what role they could play in helping the victim of bullying. We support children to understand this role through prevention within our PSHE/RSE curriculum, through our Core Values and assemblies and through dealing with any bullying incident and modelling and supporting all members involved.

### **Why are some children, young people and adults, more vulnerable to becoming bullies?**

- Family background
- Social deprivation
- Trauma/loss in the family

- Domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves currently or in the past
- Cultural causes of bullying
- Institutional causes
- Family issues
- The bully's personal history
- The bully is lonely/has social issues

### **Developing and promoting resilience and emotional well-being at Godstone Primary and Nursery School**

- The Schools Core Values underpinning everything we do.
- Solution focused approach – involving and including all parties
- Ensuring we have good pupil voice practices in place including the school council and pupil friendly literature and information including our reflection table activities
- PSHE and RSE programmes
- Pastoral systems through our ELSA and Learning Mentor and Social Skills Groups
- Healthy Schools
- TAMHS
- CAMHS
- Restorative Approaches (including reflection table activities)
- Inclusive ethos
- Safer Surrey
- Community Links
- Engaging with outside agencies
- Parent support groups and training e.g. Parenting Puzzle, parent forums
- Staff training

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Godstone Primary and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- Group work
- Involvement in Healthy Schools



- National Anti-Bullying week annually (usually in November)
- PSHE/RSE curriculum to cover well-being, anti-bullying and other linked issues
- British Values
- Circle Time
- Assemblies – school led and outside agency/charity led
- Specific curriculum input on areas of concern such as cyberbullying and internet safety
- Student voice including school council
- Parent Reps
- Friendship bench
- Lunchtime clubs
- ELSA / Learning Mentor support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- Therapy/Counselling support sought externally
- Linking with outside agencies where appropriate

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Detail the systems of reporting for:

- Children and young people in school: talking to any member of staff they feel comfortable talking to, completing a 'worry sheet', PSHE lessons, Circle of friends, adult support (including ELSA/Learning Mentor), completing 'reflection table' activities, talking to parents/carers
- Parents/carers : talking to a member of staff (face-to-face, email, phone call)
- All staff and visitors: talking to any member of staff
- Bystanders : talking to any member of staff

Children can report to any adult they feel comfortable talking to. They will be supported that they have done the right thing by telling someone and what further steps will be taken. They will be informed that their parent/carer will be informed and that together a plan will be put in place to prevent further incidents of bullying.

Parents can report to any member of staff they feel comfortable talking to. This can be done through class dojo, email, speaking to an adult in person (you can ask to speak in private), arranging a time to meet with a chosen adult, calling and speaking to an adult on the phone. Incidents of bullying are taken seriously and you can expect a response within 24 hours during weekdays, term-time.

In school, all staff promote positive behaviours around how we treat one another, the importance of listening and giving children time to be heard. We educate and empower pupils to 'be heard' through assemblies, PSHE and RSE lessons.

We promote a proactive approach to enabling ALL pupils to be able to talk and share, and to find an appropriate way to communicate/disclose any bullying behaviours through our 'worry box' and reflection table activities.

We work with our School Council Reps to promote 'Pupil Voice' throughout the year.

**The steps we will take following a report of bullying:**

- Interviewing all parties and recording information
- Informing parents
- Reporting to SLT (Senior Leadership Team)
- Log in the anti-bullying log
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to behaviour policy and school sanctions to look at how these may be applied including what actions may be taken if bullying persists; responses and support may vary dependant on the type of bullying and any historic incidents of bullying involving the same perpetrator(s)
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation, parents/carers
- Support for **ALL** involved in the bullying incident (such as Learning Mentor/ELSA Support, art therapy, referral to outside agencies, circle of friends, support to communicate / regulate emotions, such as visuals, social stories)

**The steps we may take following a report of bullying:**

- Contacting outside agencies for support (e.g Surrey STIP teams/ EP team)
- Reporting to Designated Safeguarding Lead (DSL)
- In very rare/exceptional circumstances - contacting the Police

Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure

(<https://www.godstone.surrey.sch.uk/page/?title=Policies&pid=32>)

**Recording Bullying and Evaluating the Policy**

At Godstone Primary and Nursery School we have developed a consistent approach to recording and monitoring bullying incidents in our school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

Bullying incidents will be recorded by the member of staff who deals with the incident and a member of SLT will be notified. All incidents of bullying will be logged by a member of SLT and regularly reviewed by the anti-bullying lead.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. This information is reviewed weekly during weekly safeguarding meetings.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated bi-annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### **Appendices and Reference Documents and Related Policy/Guidance**

#### **National Documents**

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in School (2020)
- Preventing and Tackling Bullying (DfE 2017)
- Cyberbullying: advice for headteachers and school staff (DfE 2014)
- Equalities Act (2010)

#### **Surrey Documents:**

- Anti-bullying 'Menu of Support' for Surrey Schools
- Surrey Guidance on Anti-Bullying
- Safer Surrey
- PSHE and Citizenship curriculum
- RSE Curriculum and guidance
- Model safeguarding
- Healthy schools
- Index for Inclusion
- Prevent Guidance

#### **School documents:**

- Behaviour Incident Form
- Reflection Table Resources (Feelings, Thoughts, Behaviours)
- Behaviour Support Log
- Child friendly Policy
- Bullying Log

### **Safeguarding**

Safeguarding is of paramount importance at Godstone Primary and Nursery School and we will take all necessary steps to safeguard our children. We are aware that incidents of bullying may

relate to other safeguarding issues. Where such concerns arise the DSL will be informed so that appropriate action can be taken.

### **Monitoring, reporting and evaluation**

The head teacher, Anti-Bullying lead, Governors, Teachers, Support staff, Parent Representatives and School Council Reps will review and evaluate the effectiveness of the programme each year.

The governing body (which includes elected parent representation) considers ensuring an effective anti-bullying policy as extremely important. Parents wishing to express their concerns / views or make representation regarding anti-bullying may do so at any time and such submissions should be sent to the head teacher. These will then be considered when the trustees carry out their annual policy review.

Implementation will be monitored by the Head teacher, Deputy Head teacher and Anti-Bullying Lead and reported on to the governing body.

### **Anti-bullying policy review date:**

As part of effective provision, the Anti-Bullying policy should be reviewed at least every 12 months to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

The policy can be viewed on our website:

<https://www.godstone.surrey.sch.uk/page/?title=Policies&pid=32>

Or by requesting a hard copy from our school office.

### **Key Contacts:**

The Anti-Bullying Lead is:

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