

This policy was written with regard to the DfE guidance 'Preventing and tackling bullying' July 2017.

At Goldfinch Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with the *Equality Act 2010* it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Goldfinch Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy and the school's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. Our Anti-bullying Policy is underpinned by our five values; Respect, Resilience, Responsibility, Resourcefulness and Reflection. Our school vision, ethos and values are discussed regularly in class and shared in assemblies to ensure that kindness always runs through everything that we say and do.

- we develop confident, responsible, resourceful, reflective independent learners
- we deliver a challenging, inspiring, broad and balanced curriculum which responds

to children's individual needs and teaches them how to learn and remember

- we promote self-esteem and resilience across the whole school community
- we notice and celebrate children's achievements
- we model and expect high standards of behaviour at all times
- we consistently promote equality, understanding, respect and personal pride in all that we do
- we provide a safe, healthy and stimulating environment for everyone
- we ensure there is a partnership and good communication between staff, families and governors to develop and support children's learning

Aim

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning in a safe and secure environment.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident. At Goldfinch Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and during Anti-bullying week. Across the school we agree that: **Bullying is when someone says or does something intentionally hurtful, and they keep doing it, even when they are told to stop or can see someone is upset.**

Bullying can be:

- **Physical** – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else's property, or making people do something they don't want to do.
- **Verbal** – name calling, mocking, taunting, spreading rumours, blackmail and threats.
- **Indirect / Emotional** – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable.
- **Racist** – racial taunts, graffiti, gestures, name calling.
- **Sexual** – unwanted physical contact, comments of an unwelcome sexual nature, sexual assault, abusive images
- **Homophobic** – because of, or focussing on, the issue of sexual orientation

- **Cyber** – harassment, alarm, distress or humiliation caused by use of internet and telephone technology e.g. texts, emails, websites, messaging services/apps, gaming.
- **Disablist** – bullying of children and young people with special educational needs and/or disabilities
- **Prejudice-based** - Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation, socio economic background or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Bullying may be directed at an individual or it may arise out of the victim's ethnicity, nationality, colour, sexual orientation, appearance, health condition, family circumstances or some form of disability and thus affect a wider group.

We also recognise that there are other groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. At Goldfinch, we record all forms of bullying by their type and recognise that we sometimes have to develop specific strategies or practices to support these children.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including: Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting. Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression. Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteacher's or senior member of staff. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Anti-bullying ethos

To promote an anti-bullying ethos in our school we will:

- Ensure the Anti-bullying Policy is shared with all pupils, parents and teachers at the beginning of the academic year.
- Plan an Anti-bullying Week once a year in the autumn term to coincide with the national Anti-bullying week campaign.
- Regularly refer to the five R's
- Regularly use SEAL, PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.
- Endeavour to create an environment in which bullying is not able to develop, e.g. posters displayed around school (SPOT IT - STOP IT), peer mentors.
- Work in close partnership with Place2Be to support children that are experiencing difficulties at school