



Anti-Bullying Policy

Date: Spring 2016 Review Date: Spring 2018

At Goose Green 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.

What are the aims of this policy?

This policy aims to:-

- Outline a definition of bullying – including when this policy comes into effect;
- Provide members of the school community with guidance on how the school tackles instances of bullying;
- Share coping strategies for pupils and parents;
- Explain how bullying is monitored and what happens after monitoring.

Roles and responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents, carers, and outside agencies. The PSHE co-ordinator will ensure that annual monitoring takes place and the views of adults and children are gathered. All staff are responsible for implementation of the policy.

How is bullying defined?

Goose Green Primary School takes the stance that bullying is defined as:-

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

This definition was put forwards by the document: **Safe to Learn: Embedding anti-bullying work in schools published by the DCSF in 2007**. Staff and children agreed the definition.

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.

At Goose Green the Behaviour Policy will be followed for individual, non-serious incidents. If bullying is suspected then this policy comes into effect.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include: -

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups. 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'.

Why does bullying arise?

Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

What are the intended outcomes?

The Healthy Schools London Anti Bullying Guidance Document states:-

Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

We aim to create a bully free school however we are aware that:

'Bullying is unlikely to be eradicated but schools must try to reduce the frequency, severity and likelihood of it occurring. It is important that everyone in the school community recognises that bullying exists and that they work together to tackle it.'

Healthy Schools London Anti Bullying Guidance Document 2007

We want all pupils in our school to have the confidence to seek help if they feel that they are being bullied and for these instances of bullying to cease. We also want to

support the children bullying others to find out why they are bullying and provide support for them to stop it too.

How does the school work towards these outcomes?

The school provides a yearly structured programme to tackle bullying as well as individual interventions should the need arise. The Behaviour Policy also links to the continuous provision.

Yearly we provide:-

- A SEAL (Social and emotional aspects of learning) cycle for assembly themes;
- A spiral programme of PSHE split into units for each year group;
- Celebrating Anti bullying week in the Autumn term including understanding what bullying is;
- Initial weeks 'getting to know you' activities based on forming friendships, creating class rules and understanding the systems of the school;
- Bi-weekly circle times in class to address issues the children have raised.

The yearly programme for PSHE and SEAL is detailed below. Yellow highlights show specific bullying based work. The PSHE programme continually supports the children's knowledge of who to go to for help and links to resisting peer pressure throughout.

| Term | SEAL | PSHE & Citizenship |
|----------|----------------------------|---|
| Autumn 1 | New Beginnings | Me and making a positive contribution |
| Autumn 2 | Getting On and Falling Out | Me and my feelings |
| | Say No to Bullying | Me and keeping safe |
| Spring 1 | Going for Goals | Me and my healthy lifestyle |
| Spring 2 | Good to be Me | Me and medicines and drugs |
| Summer 1 | Relationships | Me and my relationships |
| Summer 2 | Changes | Sex & Relationship Education (Stockport Spiral) |

Additionally on an ad-hoc basis we provide:-

- Learning mentor support for children finding it difficult to make positive social choices
- Additional planned PSHE units or sessions based on need arising from discussions or instances
- Social support networks
- Social skills groups
- Individual support

The school additionally offers a range of extracurricular activities that promote skills such as teamwork, discussion, goal setting, relationship building and self-esteem building.

What happens if someone accuses a child of bullying?

If a child accuses another child of bullying the adult that it has been reported to will (if they are not the class teacher) report it to the class teacher.

Then the teacher will aim to establish if the instance is bullying as defined above or is an isolated incident.

If this is an isolated incident the behavior policy will be followed.

If there is evidence that this is a case of bullying the class teacher will find out as much as possible from the child regarding when, where and how it is taking place.

The class teacher will then attempt to resolve the issue using conflict resolution strategies and record the reported bullying on CPOMS (our online monitoring system).

If the instances of bullying continue the class teacher may take one or more of the following actions:-

- Continue to resolve the issue in class, if able;
- Refer the child being accused of bullying to a phase leader;
- Refer the child being accused of bullying to a learning mentor, for a programme of support;
- Speak with the child accused of bullying or arrange for another trusted member of staff to do so, to find out why they choose to bully the child;
- Speak to the child's parents – to ensure that they are aware and we can find out if there have been any changes at home that may have led to this;
- Create a plan of action to ensure that the bullying stops – this may include referral to Educational Psychologists, the inclusion manager or the G Squad – nurture group;
- Seek advice from the PSHE lead;
- Refer to the headteacher.

Guidance for pupils – shared in class

If you are being bullied or harassed:-

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied or harassed:

- All bullying and harassment is wrong and you do not have to stay silent about it;

- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying;
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you;
- Keep on speaking until someone listens and does something to stop the bullying.

When you are talking to an adult about bullying be clear about:-

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

If you experience bullying or harassment by mobile phone, text messages or e-mail:-

- don't retaliate or reply;
- save the evidence - do not delete anything;
- make sure you tell an adult who you trust;
- contact your service provider or look at their website to see where to report incidents;
- be careful who you give your mobile phone number or e-mail address to make a note of exactly when a threatening message was sent.

What about bystanders who know about but do not report bullying?

Research demonstrates that bystanders (an onlooker who doesn't intervene or get help) play a significant role in bullying. We aim to change the role that witnesses have and encourage them to intervene if it is safe to do so, seek help or walk away. The SEAL programme and PSHE programmes support this message.

Parental Involvement:

The school believes that it is important to have the support of parents and the wider community to be at its most effective. Parents are given the opportunity to find out about and discuss the schools' planned programme through:

- parent awareness meetings – summer term;
- parents evenings;
- involvement in policy development – during parental awareness meetings;
- involvement in curriculum development - – during parental awareness meetings;
- information leaflets/displays;
- Regular updates on the schools newsletter.

We encourage all parents to speak, in the first instance, to their child's class teacher if they believe that their child is being bullied.

Outside Agencies:

Visiting speakers from the community, e.g. Anti-bullying workshops, community police and gang workshop leaders make a valuable contribution to the planned programme to reduce bullying. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the sessions.

A staff member will liaise with the visitor prior to the session and will draw out aims of the session and the content to be covered. They will then evaluate the session informally and use this to inform future sessions.

Methods of approach during planned lessons:

A variety of strategies are used to deliver an anti-bullying message which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective sessions will involve a high level of interaction where each pupil has planned opportunities for learning through:-

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place;
- Collaborative work;
- Circle time activities;
- Opportunities for reflection;
- Challenge within a safe environment;
- Respect for each genuinely made contribution;
- Negotiation;
- Accommodating new information and skills;
- Building on current experience and use first-hand learning to achieve positive ends.

Examples of teaching and learning strategies can be seen in Appendix 1.

Monitoring – how do we know what is happening?

- Parents are consulted yearly in the Summer term when they are invited in per year group for consultation on the 'Relationships' curriculum. There is also a yearly survey, completed online.
- Children complete a survey annually online.
- The PSHE lead consults children informally once a term.
- Class Teachers report to the phase leaders, PSHE lead and Head teacher when instances of bullying are reported.
- CPOMS shows if there is a pattern of instances being reported.
- Parents report instances to class teachers or SLT when needed.

Through these reporting arrangements we can see if instances of bullying are reducing. Consultations with children provide a clear picture of what is happening. This policy will be reviewed as changes to responses arise.

How will the issue of confidentiality be handled?

Sensitive and controversial issues, such as sex, FGM, drugs including alcohol, racism, religion and politics, may arise when discussing or dealing with bullying.

In the context of bullying and friendships children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue. The school has clear policies and procedures regarding confidentiality which should be read in conjunction with this policy.

Teachers also need to be aware of and follow protocols and procedures outlined in other documentation including child protection procedures and school policies on ICT, drug education, sex and relationship education, PSHE, behaviour, safeguarding including guidance on FGM, Child sexual exploitation and radicalisation)

Ultimately we want all of our children to feel safe enough to disclose anything that they need to.

Links with Other Policies

We recognise the clear link between Anti Bullying and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships education
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Behaviour
- PSHE
- Safeguarding
- RE

Training and support for staff:

All staff benefit from a range of Anti-Bullying, Safeguarding and PSHE training in order to enhance their skills in combatting bullying and dealing with instances of bullying. Opportunities are provided for staff to identify individual training needs on a yearly basis during performance management and relevant support is provided through INSET, staff meetings, discussions and email support.

Training takes place for CPOMS – our online monitoring and recording system for new staff.

The Lead PSHE teacher is always on hand to support staff with questions and concerns as is the Head Teacher.

Resources

For the PSHE units on bullying or other resources used within the school a list of resources is available. This can be found on the Shared drive in the school server.

The resources

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

All books listed on the planning tool have been purchased by the school. This includes Health for Life, Real Health for Real Lives and general reading books.

New Resources

Resources should always present positive images and reflect the values that the school wishes to promote. They should provide breadth and balance, be factually accurate and up-to-date. They should be free from stereotyping and bias in terms of gender, race, class, sexual orientation ability and disability.

We utilise the PSHE Association's quality marked resources wherever possible when purchasing new resources.

| | |
|--|-----------------|
| ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY: | Ruth Coward |
| SIGNATURE OF GOVERNING BODY REPRESENTATIVE: | |
| NAME OF HEADTEACHER: | Claire Majumdar |
| SIGNATURE OF HEADTEACHER: | |
| DATE: | Spring 2016 |
| REVISION DATE: | Spring 2018 |

Appendix 1

(i) Circle Time

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities, are explained here.

Games

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self-esteem and social skills.

(ii) Role play and drama

Role play is particularly significant in allowing children to practice skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

Puppets

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

Hot seating

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

Tunnel of Thoughts

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

(iii) Brainstorm

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

(iv) **Pair and Group Work**

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

(v) **Carousel**

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

(vi) **Use of fiction**

Stories may be used in two main ways PSHE & Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently.

(vii) **'Draw and Write'**

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2.

(vii) **Circle of Feelings**

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

Appendix 2

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying.

Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour.

Physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited ruthlessly, with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers.

Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem.

Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association. Sexist or sexual bullying Sexist and sexual bullying affects both genders.

Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Cyberbullying

Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves.