

This policy is to be used in conjunction with our Behaviour Policy.

Vision

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

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.(DfE)

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Cyber - All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging and/or calls. Misuse of associated technology, i.e. camera & video facilities

Bullying behaviour

Bullying can take place between pupils, between pupils and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

People are bullied for a variety of reasons including:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as pupils in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

Bullying behaviour is often linked to difference, perceived difference or discriminatory attitudes towards certain groups. This can occur regardless of whether the targeted pupil is actually a member of any of those groups. For example, pupils who are not lesbian, gay or bisexual may be subject to homophobic bullying and others may be the targets of racist bullying based on inaccurate assumptions about their ethnic background or culture. The focus of bullying behaviour should always be recorded.

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied.

Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)/truants
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry (snack/lunch has been stolen)
- becomes unusually 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
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

Roles and responsibilities

Safeguarding children is everybody's responsibility. This means that it is the responsibility of all adults in the school to prevent, challenge and respond to bullying wherever it occurs. It is also expected that all adults who come on the school premises will model behaviour that is supportive and encouraging and no one will exhibit bullying behaviour. At Garden City Academy the Head Teacher has lead responsibility for tackling bullying.

The role of the governors:

- Governors take every incident of bullying seriously and ensure it is dealt with appropriately
- The governors monitor the incidents of bullying that occur and review the effectiveness of the policy regularly.
- The governors require accurate records of all incidents of bullying to be kept and they ask about the effectiveness of strategies implemented to counter it.
- Governors a critical friend by providing challenge and support to the school.
- Know what the school does about bullying and how effective it is.
- Meet regularly with the anti-bullying lead in school.

The role of the Head teacher:

- The Head teacher implements the school anti-bullying strategy and ensures that all staff, both teaching and non-teaching, are aware of the policy and know how to deal with incidents of bullying.
- The Head teacher ensures that all staff receive sufficient training to be equipped to deal with bullying.
- The Head teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.
- Within the curriculum, awareness is raised about bullying in PSHE, class Circle Time, through the use of the SEAL materials, assemblies, yearly anti-bullying week and the use of worry boxes.
- The Head teacher sets the school climate of mutual support and praise for success, children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the Deputy:

- The Deputy Head monitors the recording log.
- They keep the Head teacher fully informed, so that appropriate action can be taken
- The Deputy is involved in assemblies focussing on bullying.
- Ensure curriculum coverage of bullying and lead the yearly Anti-Bullying week.
- Maintain records and evidence of training for staff, teaching/learning opportunities for children and coverage of curriculum.

The role of the Behaviour lead or Key stage Leaders:

- Deal with the day to day management of any incidents.
- Complete the incident log, and talk to children, parents and staff involved.
- Lead assemblies focussing on bullying.

The role of class teachers:

- Discuss, from time to time, the topic of bullying with their class, making clear what the school means by bullying
- Devise activities designed to promote good relationships as part of the PSHE curriculum.
- Encourage speaking out by pupils, stressing that, where appropriate, confidentiality and discretion are observed by all staff
- Deal with incidents, particularly those involving pupils in their own class
- Report back to pupils as to the outcome of actions
- Where appropriate, offer support over a period to both bully and victim
- Refer more serious or recurring offenders to senior staff
- In some cases, contact parents. Senior staff should always be consulted before any direct approach is made
- Above all, stress that the school cares about its pupils and takes the problem of bullying very seriously
- Teachers are aware of the signs of bullying and they complete Bullying investigation forms, keeping records of all incidents. A record log is kept on the shared area (T Drive) so that staff can jointly monitor.
- Teachers support the children in their class to build a climate of trust and respect for all. By praising, rewarding and celebrating the success of the children, we aim to limit incidents of bullying.

The role of PUPILS

- To not treat someone badly or ignore someone because they are different
- To tell an adult if they see someone being bullied
- To refuse to join in, encourage or stand by and watch the bullying behaviour of others
- To be aware of other peoples' feelings

The role of Parents

- To watch for signs that their child may be being bullied e.g. unwillingness to attend school, a pattern of headaches.
- To speak to someone on staff (classroom teacher first) at Garden City Academy if their child is being bullied, or they suspect that this is happening
- To encourage their child to 'tell' if they are bullied

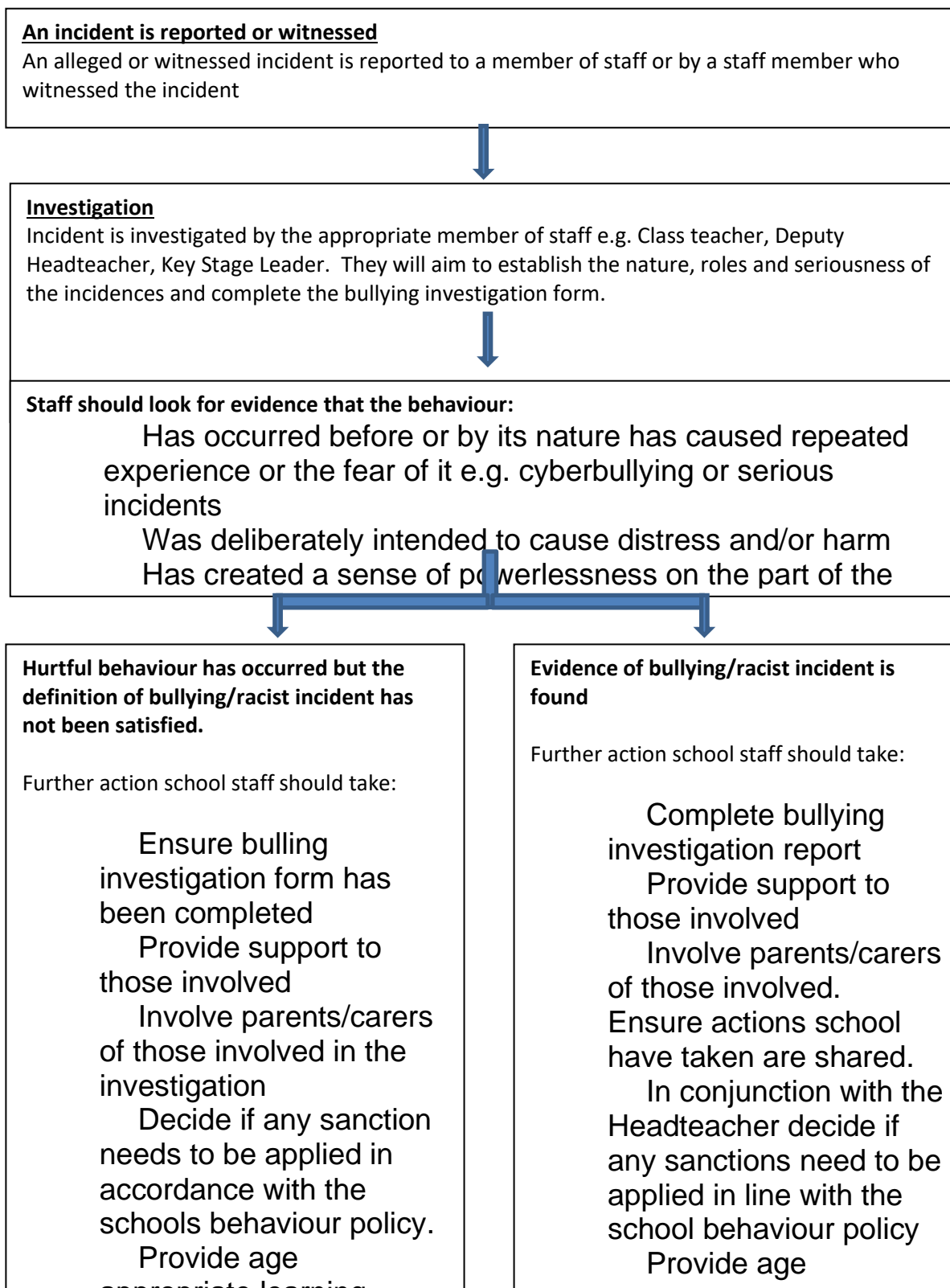
- Keep in touch with the school to monitor the situation

Implementation and procedures

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on an incident form and given to the behaviour or key stage lead or in their absence another senior member of staff
- The behaviour or key stage lead or other senior member of staff will interview all concerned to establish the nature, roles and seriousness of the incident and will complete an initial investigation into allegation of bullying form.
- Further action taken if no evidence of bullying: inform class teacher, provide support to those involved, inform parents of pupils involved in allegations and provide extra learning and skill practice opportunities if needed.
- Further action taken if evidence of bullying is found: behaviour or key stage lead or other senior members of staff will fill out an integrated bullying and racist incident record, provide support to those involved, inform class teacher and parents of all involved and any subsequent action the school will be taking, decide if action will be taken in line with school behaviour policy, provide extra learning and skill practice opportunities if needed (engage and inform external agencies if necessary e.g. local authority).

Flow chart for dealing with report bullying incident



Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Garden City Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- High profile zero tolerance on bullying.
- Use of age appropriate PHSE materials including Anti-bullying and e-safety units
- Involvement in Healthy Schools
- Anti-Bullying week annually in November
- Specific curriculum input on areas of concern such as racism, homophobia, equality, Cyber bullying and internet safety
- Student voice through circle time and the school council
- School assemblies to support Anti Bullying message
- Playground buddies/leaders
- Staff training and development for all staff
- Work with outside agencies such as NSPCC
- Protective behaviours training for staff and children
- Focussed protective behaviour sessions for some children

Updated by Rachel Stevenson
Headteacher
December 2021
(Review at least every two years)

Ratified by Governors: 15/12/2021

Review date: December 2023

Appendices

Bullying Investigation Form

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		Possessions/ taken or damaged	
Physical/being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did the behaviour occur?

Lessons/school building	
Playground	
On way to school	
Other (please specify)	

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Academic/sporting ability	

Brief summary of the behaviour:

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Action taken

Overall (include details if incident referred on):

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With each individual involved (noted on page 1):

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In "Action Taken", include any consequences, parental involvement, or involvement with external agencies.

Form completed by:	Date:
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