Guilden Morden Anti Bullying Policy

These are our measures set up for anti-bullying used at Guilden Morden CofE Primary Academy and is to be used in conjunction with the trust wide DEMAT Behaviour Policy and our Guilden Morden Behaviour Expectations and Procedures.

OUR STATEMENT of INTENT

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, severely and effectively.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

What Is Bullying?

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Bullying is 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.

For further information visit: https://anti-bullyingalliance.org.uk/

Specific types of bullying include:

The three main types of bullying are:

- Physical – this includes any act that results in physical harm and the taking or deliberate damaging of property.
- Verbal- this includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic or transphobic), teasing, threats and extortion or sending nasty notes, text messages, emails etc.
- Indirect- this includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

<u>What does bullying look like?</u>

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging or e-mailing; sending offensive or degrading
- images, impersonating and hacking into accounts online using internet enabled devices
- 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'.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Reporting/ responding to bullying and procedures

Our school has clear 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).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff, incidents will recorded and logged onto our online recording system.

All reported incidents will be taken seriously and investigated, involving all parties. The staff are aware of and follow the same procedures.

The following steps will be taken:

- All parties will be consulted as part of the investigation
- Parents will be informed
- Appropriate disciplinary sanctions will be implemented in accordance with the trust's Behaviour Policy and the school's local Behaviour Procedures.
- These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable.

- Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers.
- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions.
- A range of follow-up responses and support is appropriate to the situation for all involved e.g. solution focused, restorative approach, circle of friends, buddies, individual work with victim (e.g. time to talk/mentor/ drawing and talking interventions), perpetrator and bystanders, referral to outside agencies if appropriate.
- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded and logged by the member of staff who deals with the incident. Prejudice related bullying/incidents are reported to the local authority. Information stored in school 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. This information will be discussed by staff in regular up- date meetings.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils at Guilden Morden have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Encouraging and rewarding good behaviour.
- Managing unacceptable behaviour in accordance to our behaviour policy and procedures.
- Celebration of good behaviour in class and whole school collective worship.
- Staff and pupils are able to nominate others who are displaying our school values and these are read out in collective worship and celebrated in our weekly bulletin.
- Involvement in anti-bullying lessons and anti-bullying themed weeks linked to national initiatives.
- Specific curriculum input on areas of concern such as cyber bullying/ internet safety, homophobic, racist bullying.
- Pupil voice through our Talk Circles and Vision and Values Team.
- Peer mentoring and/or Playground Buddying and other pupil lead initiatives.
- Mentoring provided by the Family Partnership Worker (individual pupils/ small group work)
- Specific initiatives/ referrals for identified groups or individuals (where possible, referrals for Drama-therapy/Play –therapy/ links with Youth Workers/ referrals to external agencies).

Support for parents/carers:

- Community Parent courses/ groups
- Parent information events/information

Support for all school staff

- All members of our community share the same core values and ethos as outlined at the start of the policy of ensuring that we provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- Ongoing staff training and development.

Links with other policies:

- Behaviour Policy
- Codes of conduct
- Safeguarding Policy/ Child protection
- E-safety and Acceptable Use Policy
- Cyber bullying and e-safety
- Equalities policy
- PSHE/Citizenship
- Complaints Policy