



# Gusford Primary School

The *Active Learning* Trust

“Together we believe, learn and achieve”

## Anti- Bullying Policy

**Person Responsible: C Hopkins, Deputy Headteacher**

**Policy Review: March 2022 Next Review: March 2023**

### Rationale

At Gusford Primary School we believe that:

*“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. “*

(Safe to learn: Embedding Anti-Bullying Work in Schools DCSF September 2007)

Gusford Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We believe that everybody should be able to learn in a school environment free from bullying of any kind. 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. It is important that we empower children to be able to speak out for themselves or on behalf of others. All governors, staff, pupils and parents need to understand what bullying is and what the school policy on bullying is. Governors and staff must follow this policy when bullying is reported. Parents and children need to know what to do when bullying arises and know that they will be supported.

- All members of Gusford Primary School follow the school ‘Three Rights’ of:  
**The right to be safe, the right to respect and the right to learn.**
- Alongside this are our school values of:  
**Kindness, Honesty, Respect, Confidence and Responsibility**

### Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy

### What Is Bullying?

Bullying can be defined as **“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”**. (DfE “Preventing and Tackling Bullying”, July 2017)

### What can this include?

**Emotional**-persistently being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical**-persistently pushing, kicking, hitting, punching or any use of violence

**Racist**-constant racial taunts, graffiti, gestures

**Sexual**-unwanted physical contact or sexually abusive comments

**Homophobic/Transgender**- because of, or focusing on the issue of sexuality/gender

**Prejudicial** - against people/pupils with protected characteristics: related to race, religion, faith and belief and for those without faith: related to ethnicity, nationality or culture

**Verbal**-persistent name-calling, sarcasm, spreading rumours, teasing

**Cyber**-all areas of internet, such as email, internet and gaming chat room misuse

**Mobile phone**-threats by text messaging, calls, group sharing photo and chat sites

**Technological**-misuse cameras, phones, video facilities and gaming etc. – Please refer to our e-safety policy. It can also be any act that is intended to cause distress to another person.

**Bullying is not one off “falling out” incidents e.g. two children having an altercation at break time.**

#### **Procedures:**

- Incidents should always be reported to staff.
- All incidents will be investigated and where appropriate passed on to the headteacher, deputy headteacher, or Family Engagement Team.
- Where it is deemed that a genuine bullying incident has been reported, cases should be reported to the parents of both the victim and perpetrator. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken for all parties.
- The behaviour policy and sanctions will be followed accordingly.
- If necessary and appropriate, external advice, such as from the ALT or the police, will be sought.
- The first concern is for the victim in any bullying incident but work will also be necessary to help the perpetrator to adjust their behaviour.
- The SEND Co-ordinator and Family Engagement Team will take action, if necessary.

#### **Cyberbullying Note:**

- When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: ▫ looking at use of the school systems; ▫ identifying and interviewing possible witnesses; ▫ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. ▫ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. ▫ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: ▫ advising those targeted not to retaliate or reply; ▫ providing advice on blocking or

removing people from contact lists; ▪ helping those involved to think carefully about what private information they may have in the public domain.

### **Statutory guidance for dealing with electronic devices**

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- All school staff should be aware that behaviours linked to sharing nude/semi-nude photos put a child in danger. Governing bodies should ensure the school's approach to dealing with the sharing of nude/semi-nude photos is reflected in the child protection policy.

The UK Council for Child Internet Safety 4 Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. 14 (UKCCIS) Education Group has recently published the advice - [sexting in schools and colleges responding to incidents and safeguarding young people.](#)

#### **Monitoring:**

See My Concern and SIMS for:

Prejudicial incidents such as racist and homophobic

Bullying incidents

E-Safety incidents (see E-Safety policy)

Safeguarding concerns

#### **Prevention:**

The following can be utilised to help children to prevent or resist bullying before it starts and to encourage them to respond appropriately if they encounter bullying:

- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Discussing bullying and the many forms it may take in class and assemblies.
- Promote being an 'Upstander' not a 'Bystander'
- Building a school community culture where difference and diversity is embraced and celebrated
- Educating both staff and pupils around protective characteristics.
- Using PSHE opportunities to read/write stories or poems make up role-plays or draw pictures about bullying with the specific aim of developing awareness of bullying, why it must be stopped and raising pupil's self-help skills.

- An annual anti bullying week to be held in November of each year in accordance with the Anti Bullying Alliance strategy. Raising awareness e.g. designated week, SEAL work, assemblies, general conversation, PSHE and Citizenship.
- Compiling and displaying a list of strategies and posters aimed at maintaining Gusford as a bullying free environment.
- Lunchtime support which is reviewed half termly Leadership team.
- Monitoring pupil behaviour logs on Sims
- Class teacher and children regularly revisit school rules and class values.
- Using outside agencies to support and enhance the school's work i.e. SES (Specialist Education Services).
- Links with local PCSO
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Anti-bullying Ambassadors have been appointed and are identifiable by lanyard. Meetings are held at least once per half term, to plan for positive activities.

### **Supporting pupils**

#### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

#### **Pupils who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Where appropriate, sanctioning in line with school behaviour policy; this may include official warnings, timeouts, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police, Youth Justice Team or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

#### **Adults who have been bullied or affected by bullying will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Where appropriate offer support work with Family Engagement Team as our trained Domestic Abuse Champions

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still support with the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy or correctly signpost the adult where appropriate.
- Support Staff/adults with reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

#### **Adults who have perpetrated the bullying will be supported by:**

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern details.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

#### **Links with other school policies and practices**

- This policy links with many school policies:
- Behaviour policy
- Complaints policy
- Whistleblowing Policy
- Safeguarding and Child protection policy
- Online safety and Acceptable Use Policies (AUP)

#### **Links to legislation**

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

#### **Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## **Cyberbullying**

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk) The UK Council for

Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

[council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) DfE 'Cyberbullying: advice for

headteachers and school staff':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

DfE 'Advice for parents and carers on cyberbullying':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

LGBT Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf) Disrespect

No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters) Anti-bullying Alliance:

Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-andresponding-sexual)

[bullying/sexual-and-genderrelated/preventing-andresponding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-andresponding-sexual)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice

in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

[gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note:

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)