

GOWERTON SCHOOL



ARTICLE 28: *Comply with the School's restorative discipline as this respects everyone's human dignity*

ARTICLE 3: *Follow the School's rules to make sure that they do what's best for fellow pupils and members of staff*

ARTICLE 14: *Show respect for other people's views, opinions Religions and beliefs*

Anti-Bullying Policy

Reviewed 25 Feb 2015

Gowerton School is an inclusive community. All members of the community work hard to include everyone and to respect the rights and feelings of others.

The Individual

We respect every child/young person's needs for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.

Respect every individual's feelings and views.

Recognise that everyone is important and that our differences make each of us special.

Show appreciation of others by acknowledging individual qualities, contributions and progress.

Ensure safety by having rules and practices carefully explained and displayed for all to see.

Bullying

The Nature of Bullying

Bullying can be displayed in many different ways:

- **Verbal bullying** can include name calling, racist/homophobic remarks, making fun of people because of a disability or saying anything that makes someone feel upset or frightened. This type of bullying also includes use of written notes and may include the threat of physical violence.
- **Physical bullying** can include hitting, kicking, pushing, hair-pulling or anything that can cause physical harm or pain like bruises and cuts. It is a criminal offence where it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.
- **e-bullying or Cyber-bullying** is a form of bullying such as sending nasty, threatening or offensive online messages / emails. Pupils should print off texts or chat room logs to be used as evidence (further details on e bullying follow).

- **Emotional bullying** includes ignoring someone, leaving someone out, spreading rumours, telling lies about someone or making someone feel unwanted.
- **Racial Bullying** – On the grounds of race, colour, nationality, ethnic or national origin.
- **Manipulative bullying**- is when manipulation of social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. This includes the spreading of rumours or malicious accusations.

A further category which is of concern is

- **Sexual Bullying** *occurs when someone is forced or coerced to take part in inappropriate physical activities*

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to forms of abuse and may well be targeted.

Every member of the school community has the responsibility to work together to stop bullying – the teaching, support and administrative staff, coach, leader, parent, guardian, child and young person.

We are committed to the early identification of bullying and prompt, collective action to deal with it.

Aims of the School Policy

- To ensure that pupils receive their education in a caring protective environment
- To prevent bullying
- To deal with bullying when it occurs
- To promote good School Behaviour, School Discipline and Pastoral Policies.
- To ensure the subject of Bullying is part of the Personal & Social Education programme.

Policy and practice has been agreed through consultation and will be reviewed regularly in the light of changing needs. Staff have access to appropriate training and support when dealing with bullying.

Support

Children/young people know who will listen to and support them. They are reminded of this regularly and there is a page in the pupil planner. Advice and assistance is given by experienced staff.

- Children/young people have access to Helpline numbers.
- Posters are displayed in corridors and toilet areas
- Involvement of the Student Council

Systems have been established to open the door to children/young people wishing to talk about bullying or any other issue that affects them. Barriers to talking have been broken down to enable children / young people to approach adults. This is an area that is regularly emphasised in PSE, TFTD and assemblies.

Anyone who reports an incident of bullying is listened to carefully and supported, whether it's the child/young person being bullied or the child/young person who is bullying.

- Children/young people are told what is being recorded, in what context and why.

Any reported incident of bullying is investigated objectively and will involve listening carefully to all those involved.

Children/young people being bullied will be supported and assistance given to uphold their right to play and live in a safe environment which allows their healthy development.

Those who bully will be supported and encouraged to stop bullying.

Sanctions are taken only when appropriate. The focus is on reconciliation and changing behaviours.

Support to Parents/Carers

Parents and Carers are advised on policies and procedures in relation to bullying.

Any incident of bullying will be discussed with the child/young person's parent or carer.

Parental/Carer advice on action will be sought and agreements made as to what action should be taken.

Advice on coping with bullying is given

Support is offered to parents/carers including information on other agencies and support options available within school and from outside agencies.

Child Protection Staff are aware of The Child Sex Offender Disclosure Scheme and Recommendations following Internal Management Reviews and Serious Case Reviews.

POLICY NAME: Anti Bullying Policy

REVIEWED BY: Behaviour & Wellbeing Working Party

DATE REVIEWED: 25/02/18

DATE TO FGB: 30/04/15

SIGNED: Debbie Lloyd

PRINT NAME: Mrs Debbie Lloyd (Chair of Governors)

DATE NEXT DUE TO BE REVIEWED February 2018

REVIEWED 25 Feb 2015