



Goodrich Church of England Primary School

Anti-Bullying Policy
Date: March 2018

Headteacher: Mrs. Karen Miles

Governor: Mrs. Wendy Watling

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Policy Review date: January 2024

Goodrich CE Primary School Anti-Bullying Policy

Protected Characteristics

The Equality Act 2010 (the Act) replaced 116 different equality and anti-discrimination statutes with a single Act. The majority of the Act came into force on 1 October 2010. The nine main pieces of legislation that were merged into the Act were:

- the Equal Pay Act 1970;
- the Sex Discrimination Act 1975;
- the Race Relations Act 1976;
- the Disability Discrimination Act 1995;
- the Employment Equality (Religion or Belief) Regulations 2003;
- the Employment Equality (Sexual Orientation) Regulations 2003;
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2; and
- the Equality Act (Sexual Orientation) Regulations 2007.

The Act creates anti-discrimination legislation covering nine 'protected characteristics', which are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The Act requires local authorities and other public bodies, including schools, to have due regard for the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying can take many forms and is often motivated by: a pupil's personal dislike for another's, race, religion and culture, special educational needs or disabilities, appearance or health conditions, sexual orientation, sexism or bullying of a sexual nature or being a young carer or looked-after child.

Types of Bullying

Physical: Includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things

Verbal: Includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance 'phone calls, spreading rumors, making threats

Sexual: Includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings of, or writing about, someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, offensive questions about someone's body and/or someone's private life or encouraging or making others do so.

Gender based bullying occurs where there is prejudice against homosexual, bisexual and trans-gender people. It is a form of bullying that is particularly likely to remain secret, as the victim may not wish to discuss his or her sexuality.

Exclusionary: Leaving people out of activities on purpose, ignoring someone's presence, not allowing them to join a group.

Discriminatory: Includes bullying, harassment or unfair exclusion on grounds of race, nationality, sex / gender, disability, physical appearance, relationships and friendships.

Racist bullying is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.' A racist incident does not necessarily constitute racist bullying.

Visual: Includes offensive notes, emails, SMS messages, inappropriate use of photographs, graffiti, drawings, posters.

Cyber Bullying: Includes the use of electronic media e.g. mobile phones and computers to slander, defame, spread rumors, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal.

Indirect: Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending malicious emails or text messages etc.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment free from threat, harassment and any type of bullying behaviour, including racist, bi-phobic, trans-phobic, E-safety, homophobic bullying and radicalisation and where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. To increase awareness and to encourage pupils to report concerns regarding bullying. To develop the self-confidence and self-esteem of all pupils.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

School Ethos

Goodrich CE (VC) Primary School is intolerant of any form of bullying, harassment or prejudice and believes that every student has the right to be an individual and to learn in a safe environment. Consequently, we believe that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school.

All children are taught to use THINK to consider their actions or behaviours they have witnessed. This is explored with the children in Collective Worship and during conversations with all staff.



The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use collective worship as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When 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 teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

All incidents of anti-bullying, racial, radicalisation, homophobic, bio-phobic and trans-phobic bullying are reported to the headteacher/Designated Safeguarding Lead or the Deputy Safeguarding Lead that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event. These incidents are then recorded in the incident log file.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher (Designated Safeguarding Lead or Deputy Safeguarding Lead). We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the behaviour support services.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

All incidents from parents are recorded via the headteacher (Designated Safeguarding Lead or Deputy Safeguarding Lead) in the incident log.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying incident log, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.