



ANTI-BULLYING POLICY

REVIEWED MAY 2021

GEORGIAN GARDENS C.P. SCHOOL

Anti Bullying Policy

At Georgian Gardens, we believe that all children are entitled to a curriculum which motivates, enthuses, engages, excites and challenges them. The curriculum is planned in order to provide a wide range of educational and enrichment opportunities to nurture a lifelong love of learning and which also meets statutory requirements.

Every child is valued as an individual. Our aim is to provide a safe, secure, happy and caring environment where everyone can achieve their full potential.

We actively promote and encourage our children to:

- Develop their resourcefulness and initiative;
- Respect others;
- Build their confidence and self-esteem;
- Be reflective in their learning and behaviour.

Our school curriculum clearly reflects how our policies and procedures ensure equality of race, ability, gender, faith or disability.

This policy should be read in conjunction with the school's policies on Behaviour, Child Protection and Safeguarding, Acceptable Use of ICT, PSHCE, and Equality Statement and Accessibility Plan.

The member of school staff with overall responsibility for anti-bullying is the Headteacher.

What is bullying?

The Anti Bullying Alliance defines bullying as 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.

Any form of bullying is totally contrary to our school ethos, whether this is physical, verbal, direct or indirect. It also includes all forms of bullying carried out by electronic means (cyberbullying). It is recognised that bullying can affect any member of our school community, including pupils, parents and staff, and any member of the community could be a victim or a perpetrator of bullying.

Georgian Gardens takes a zero tolerance approach to bullying. It is the school's policy to deal promptly and appropriately with any form of bullying, and we believe that a swift response is essential if the aims of the school as a whole are to be upheld. Rapid effective measures to stop bullying signal to all other pupils that any form of bullying is unacceptable behaviour which the school will not tolerate. Bullying may be related to race, religion or culture, SEN or physical disabilities, health conditions or appearance, sexual orientation, home circumstances, or it may be

sexist or sexual in nature. All incidents of bullying, whatever their nature, will be treated as serious and challenged as such. Serious incidents are reported to the Governing Body and those of a racial or homophobic nature to the Local Authority. All school staff are reminded of the need to provide a consistent, zero tolerance response to any incident of prejudice-driven bullying, whatever its nature.

The Prevention of Bullying:

Whilst incidents of bullying will always be dealt with seriously by the school, we believe that the most constructive way forwards is to prevent bullying by raising awareness, development of self esteem and positive peer group pressure. Our school ethos focuses on becoming an effective learner; we believe that this can only be achieved when all members of the school community play their part in our work on anti-bullying. This includes the pupils themselves (for example through the peer mediation scheme which runs at playtimes and lunchtimes), teaching and support staff and parents/carers. In this way, we aim to prevent and address bullying wherever it may occur.

Bullying is addressed through the curriculum for PSHCE and the continual reinforcement of our school ethos. It is addressed through assemblies, visitors and work across the whole curriculum (for example within English and drama activities, and Religious Education). The whole school takes part in the nationwide Anti-Bullying Week each year, when we focus on specific issues around anti-bullying and raise awareness across the school community. We aim to promote equality and celebrate difference through everything we do.

Reporting and Recording Incidents:

Pupils and parents/carers are encouraged to report any incidents of bullying, either experienced or witnessed, to a member of school staff. Class teachers would normally be the first line of action in reporting and dealing with incidents of bullying although in serious cases the Headteacher and/or Assistant Headteacher would be involved. Any reports of bullying are recorded in the class 'behaviour file'. If incidents take place outside of the classroom, staff will complete an 'incident log' form which will be passed to the class teacher for inclusion in the class behaviour file. At the end of each academic year, this behaviour file is passed to the new teacher so that information related to bullying is shared, ensuring an effective handover and continuity. If patterns of behaviour are spotted which cause staff concern, they will discuss this with the Headteacher. The Headteacher will use this information to consider whether any changes are needed to our practice around anti-bullying.

Responding to Incidents of Bullying:

The class teacher will carry out a thorough investigation of any reported or suspected case of bullying. This needs to be done carefully in order to encourage the victims and witnesses to come forward whilst protecting them from further

intimidation. In serious cases, the Headteacher and/or Assistant Headteacher would carry out such an investigation. Investigations will always be carried out with sensitivity and due regard for any special circumstances such as SEN or family problems.

Depending upon the severity of the case, the parents of the perpetrator are called to the school and seen by the class teacher and/or Headteacher/Assistant Head.

The sanctions imposed vary according to the exact circumstances and previous reputation of the pupil involved. The sanctions imposed are always appropriate so that bullying is understood to be totally unacceptable.

The sanctions used are:

- Playground withdrawal (length determined by severity)
- In extreme cases, parents are requested to take the pupil home at lunchtime
- Withdrawal from class lessons to work in Headteacher/Assistant Headteacher's office
- Fixed term exclusion, whereby parents will be asked to collect the pupil from school
- Permanent exclusion (in extreme cases)

Once sanctions have been completed, the pupil will only be re-integrated with their class after clear conditions have been set down about future behaviour.

As part of the action, the victims of the bullying are interviewed and supported by the class teacher or Headteacher/Assistant Headteacher. If necessary their parents are invited into school to discuss the situation and to be reassured about the action being taken. Every effort is made to ensure that a victim of bullying feels safe again in school and has strategies for seeking help if there is any recurrence of bullying. It may be felt that some form of targeted work or support, either with school staff or an outside agency, with the victims and/or perpetrators would be beneficial and if this is the case this will be discussed with parents/carers.

Sometimes, the Headteacher/Assistant Headteacher will discuss specific events (without naming those involved) in assemblies or PSHCE. This again signals to the whole school that bullying is unacceptable. It may be deemed appropriate to carry out some specific work with either staff, a particular year group or indeed the whole school, to address and challenge an aspect of bullying which has arisen. If this is the case, the Headteacher and responsible Governor will work alongside the PSHCE Co-ordinator and any appropriate outside agencies to implement this.

Monitoring and Review:

This policy will be reviewed by the Headteacher and Governing Body.

The school community will be regularly consulted on the effectiveness of our anti-bullying strategy through pupil and parent/carer surveys, our school council and Governor conferencing.

Last reviewed by:	Amie Bowers in May 2021
Approved by:	Governing Body on 27 th May 2021
Next review due:	Summer Term 2022