



ANTI-BULLYING POLICY

Date agreed by Governors	Summer 2016
Reviewed	Autumn 2018
Reviewed	Autumn 2020
Reviewed	Autumn 2021
Reviewed	Autumn 2023
Reviewed	Autumn 2025
Next Review	Autumn 2027

Linked Documents
Positive Behaviour Policy
Online Safety Policy
Child Protection and Safeguarding Policy
Acceptable Internet Use Policy
Health & Safety Policy
Teaching & Learning Policy



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

1. INTRODUCTION

At Godwin Junior School, we are committed to fostering harmonious, respectful relationships, celebrating diversity, and creating an environment in which all members of the school community (pupils, parents/carers, staff and governors) truly feel included, valued and respected. We also believe that, in partnership with families and as a school community; we are responsible for nurturing in our pupils an awareness of and responsibility for their attitudes, decisions and actions alongside recognition of the consequences of these. Through this we help to develop thoughtful, self-disciplined individuals.

Bullying, whether verbal, physical, emotional or indirect, is not tolerated. It is the responsibility of the school community to work collaboratively to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s)/carer(s) or anybody else who is aware of what is happening.

2. DEFINITION

Bullying can be described as being 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online' (source: Anti-Bullying Alliance). Children can also abuse other children often referred to as peer on peer abuse by displaying any of the indicators outlined below (source: Keeping Children Safe in Education). Bullying results in pain and distress to the victim.

Bullying can be but not limited to:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, laughing at others with the intention to belittle or ridicule)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexist – sexist comments or taunts, graffiti or gestures
- Sexual - unwanted physical contact, overtly sexual or sexually abusive comments, graffiti, jokes or gestures
- Homophobic - because of, or focusing on the issue of sexuality
- Gender-identity related – focusing on how an individual identifies themselves
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, belittling
- Online - all areas of internet and associated communication, such as email, internet chat room misuse, message board misuse, social media misuse, messaging, text messaging and calls, misuse of associated technology, i.e. camera & video facilities
- Directed against SEND children e.g. name calling and teasing, link to any physical disabilities/appearance/personal health conditions
- Directed against home circumstances – e.g. One parent/carers families, absent/bereaved parents/carers
- Religious or cultural discrimination/verbal assaults/stereotyping

3. AIMS

- To provide a safe, caring environment for the whole school community, especially the children in our care
- To provide appropriate training for all staff: in modelling behaviour which we want our pupils to adopt, in how to be proactive to minimise the potential for bullying to occur and in how to deal with incidents if they arise
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- To reassure children that they will be listened to and will know that it is all right to tell
- To consider parents/carers' concerns and keep them informed of actions taken in response to a complaint

- To maintain detailed records kept of incidents, reports and complaints
- To take appropriate action, including exclusion in cases of severe bullying
- To monitor incidents of bullying during the school year and report accordingly to governors.
- To maintain a separate list of racist incidents

To prevent and reduce bullying, strategies introduced include raising awareness about bullying in a variety of ways such as PSHE, assemblies, Online Safety lessons as part of the Computing curriculum, increasing understanding for victims and teaching pupils how to manage relationships in a constructive way. In addition, we aim to be pro-active in keeping parents/carers informed via updates in the weekly newsletter and Parent/Carer Workshops.

At Godwin Junior School we aim to create an ethos and school environment in which all children know that if they have a concern about bullying – in whatever form it takes – they can speak to a trusted adult. However, we accept that often children may not disclose their worries. A child may indicate by signs or behaviour that he or she is being bullied. The school community including the Senior Leadership Team, Teachers, support staff, lunchtime supervisors and parents/carers should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school-phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has possessions or money continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile 'phone
- is nervous & jumpy when a cyber-message is received
- displays raised levels of anxiety – in extreme cases suffers panic attack
- requests change of class

4. STRATEGY FOR DEALING WITH BULLYING

When dealing with bullying, we follow these fundamental guidelines

- i. Never ignore suspected bullying
- ii. Do not make premature assumptions
- iii. Listen carefully to all accounts
- iv. Use the Restorative Approach to encourage pupils to think about how their behaviour has affected others.
- v. Adopt a problem-solving approach that moves pupils forward from self-justification
- vi. Follow up proven cases to check bullying has not returned
- vii. Keep detailed records

The Positive Behaviour Policy is used to discourage bullying, but if any incidents occur the following procedures will be applied:

- The children involved are identified and reported to the Deputy Head Teacher.
- The children involved are interviewed to establish who has been harmed, by whom and who the witnesses are.
- The nature of the bullying will be discussed with the pupil who has been harmed at length and the facts recorded.
- When discussing the incident(s) with the child/ren who has allegedly caused the harm they will be informed of the investigation taking place and of the allegations. S/he will be encouraged to tell the truth about the situation/incident.
- If the child/ren who has caused the harm admits to his/her wrong-doing, it will be made clear that this will not continue. The effect this has psychologically on the pupil who has been harmed, his/her self-esteem/ confidence/education and on the rest of the children in the class/school will be emphasised. Sanctions relevant to the type of bullying will be applied.
- If the allegation of bullying is denied, the incident will be investigated further. If there is sufficient evidence that the bullying occurred, relevant sanctions will be applied.
- If bullying continues, the parents/carers of the child/ren causing the harm will receive a letter informing them about the situation. After the third letter, parents/carers will be asked to meet with the Deputy or Head Teacher in person.
- In serious cases parents/carers will be informed immediately and invited to school to discuss the problem.
- If necessary and appropriate, in extreme cases, the police will be consulted.
- All attempts will be made to help the child/ren) change their behaviour by using the Restorative Approach (see appendix 1)
- The incident will be accurately documented using the bullying incident recording form (appendix A) and kept by the Deputy Head Teacher.
- The pupil/s causing the harm will be required to reflect on their own actions, complete a reflection sheet or write a letter of apology to the victim.
- If necessary, a support programme for the pupil who has been harmed with a named person (usually the pastoral lead within the year group) will be established, monitored and through discussion ensure there is no repetition.
- If necessary, a support programme will be provided for the pupil/s who has caused the harm. This will include opportunities in circle time or groups for the child to discuss relationships, feelings and the effect bullying can have on individuals. The pastoral lead will support the child during this programme and follow up sessions will ensure that bullying has not reoccurred.

- If an incident/s occurs in the classroom, the class teacher will use the Positive Behaviour Policy and strategies mentioned within to deal with the situation. Teachers will deal with bullying incidents in general using one to one conversations using the Restorative Approach questions. Children will be given the opportunity to discuss and share feelings and thoughts regarding bullying during circle time, PSHE and class discussions. The children concerned should be part of finding a solution. If the issue is not resolved, it will be escalated to the Deputy Head Teacher.

Outcomes

1) The pupil/s who has caused the harm may be asked to genuinely apologise. Other consequences may take place such as:

- Discussions during circle time/group time
- Writing a letter of apology/ apology card
- Verbally apologising
- Discussion about the incident with a member of Senior Leadership Team
- A letter sent home
- A meeting with parents/carers

2) The child that has experienced the harm will be supported by:

- having their voice heard and deciding what needs to happen next so that they can heal and move on from the situation with their dignity and sense of safety restored.
- being allocated a 'go to person' who they can go to to express their feelings and thoughts. The 'go-to person' also regularly checks up on them.
- offering weekly pastoral support to build resilience

3) If possible, the pupils will be reconciled – through whole class circle time, one-one sessions or reflection.

4) After the incident /incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – all staff involved will keep a close eye on child/children and monitor behaviour and give support.

5) In serious cases and if bullying persists, exclusion from the playground at break time and/or lunch time will be considered.

5. BULLYING OFF THE SCHOOL PREMISES

If both the pupil who has been harmed and the pupil/s who have harmed are from Godwin Junior School, action will be taken as if the incident has occurred within the school, and this includes informing parents/carers.

If a child from Godwin Junior School is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Godwin will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

6. APPENDICES

1. Restorative Approach

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

A restorative response to an incident of conflict involves asking the following questions.

To respond to the challenging behaviour

- What happened?
- What were you thinking?
- What were you feeling?
- Who do you feel has been affected by this?
- What do you think needs to happen now to make things fair and better?

To help those who have been harmed by others' actions:

- What happened?
- What were you thinking?
- What were you feeling?
- What do you need to happen now to make things better and move on?

Working in a consistently restorative way in school has a positive benefit for all parties. Those who have caused harm through their behaviour are able to learn how to behave better and are held to account for putting right the harm they have caused. Those who have been harmed are given a voice in deciding what needs to happen next so that they can heal and move on from the situation with their dignity and sense of safety restored.

Restorative approaches are generally based on four key features; those being 'The Four R's'.

- RESPECT: for everyone by listening to other opinions and learning to value them.
- RESPONSIBILITY: taking responsibility for your own actions.
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows the child to remain in class without prejudice.

2. Bullying Reporting Form

		GODWIN JUNIOR SCHOOL Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights			
BULLYING INCIDENT			Date		
			Name of person incident reported to		
			Name of person completing form		
			Date of completion of form		
Who is involved?	Name				
	D.O.B.				
	Class				
	Name				
	D.O.B.				
	Class				
	Witnesses				
Action Taken			Supporting Documents (attached if appropriate)		
LA Informed Yes/ No		Chair of Govs Informed Yes/No	Governors Informed Yes/No	Inclusion Lead Informed Yes/No	
Follow-Up (including changes or revisions to policies or procedures)					
Date		Action			
Date		Action			
Date		Action			
Form circulated to:					
☐ Head Teacher ☐ Deputy Head ☐ Inclusion Leader ☐ Class Teacher ☐ Year Group Leader					

3. Racist Incident Reporting Form

		GODWIN JUNIOR SCHOOL Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights			
RACIST INCIDENT			Date		
			Name of person incident reported to		
			Name of person completing form		
			Date of completion of form		
Who is involved?	Name		Description of Incident		
	D.O.B.				
	Class				
	Name				
	D.O.B.				
	Class				
	Witnesses				
Action Taken				Supporting Documents (attached if appropriate)	
LA Informed Yes/ No		Chair of Govs Informed Yes/No	Governors Informed Yes/No	Inclusion Lead Informed Yes/No	
Follow-Up (including changes or revisions to policies or procedures)					
Date	Action				
Date	Action				
Date	Action				
Form circulated to:					
☐ Head Teacher ☐ Deputy Head ☐ Inclusion Leader ☐ Class Teacher ☐ Year Group Leader					