



Goodmayes Primary School

Anti-Bullying Policy

See also Behaviour and Discipline, Race Equality,
Positive Handling and Safeguarding Policies

Agreed by Governors: Spring Term 2020

To be Reviewed: Spring Term 2021

Headteacher:

A. M. Garland

Safeguarding Governor:



Anti-Bullying Policy

1 Introduction

This Policy is based on DfE guidance *“Preventing and Tackling Bullying”* July 2017 and supporting documents. It also considers: DfE statutory guidance *“Keeping Children Safe in Education September 2019”*; *“Sexual Violence and Sexual Harassment between Children in Schools and Colleges”* guidance; and *“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”*

2 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 include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988

3 Aims and objectives

- 3.1 At Goodmayes Primary School we take a very serious approach to bullying and will not tolerate any form of such behaviour.
- 3.2 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.
- 3.3 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 3.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 3.5 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

4 Definition of Bullying

- 4.1 DfE guidance defines bullying 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).

- 4.2 Bullying can take place between pupils, between staff and pupils or pupils and staff or between members of staff.
- 4.3 Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- 4.4 The same unacceptable behaviours expressed online are sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and Apps, and sending offensive or degrading photos or videos.
- 4.5 Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

5 Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Gender based bullying

6 School Ethos

- 6.1 The Goodmayes Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- 6.2 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum to help pupils understand the feelings of bullied children and to avoid participation in bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 6.3 Our Community:
 - Monitors and reviews our Anti-Bullying Policy and practice on a regular basis.
 - Supports staff to promote positive relationships to help prevent bullying.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7 Responding to Bullying

7.1 The following steps will be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the member of staff who has been approached or has witnessed the concern. The link Senior Leadership Team (SLT) member will then be informed.
- If this member of staff is a teacher, member of the admin team or senior leader, they will record the incident or concern onto CPOMs (our electronic record keeping system).
- Other staff members such as Teaching Assistants and Midday Assistants will complete a written account of the incident using Appendix A and give it to the Phase Group SLT link to upload onto CPOMs on their behalf.
- Staff will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm. An SLT member will ensure further support or provision is organised, where needed and will involve the victim in any decision-making, as appropriate.
- The Link SLT member or another member of the senior leadership team will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- Where appropriate, the perpetrator may receive additional support from the Learning Mentor or from an external support agency to encourage him/her to change his/her behaviour in future.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is investigated and parents are informed. Appropriate action will be taken, including providing support and implementing sanctions in school, where appropriate, in accordance with this policy and the school's Behaviour Policy.
- A clear and precise account of decisions made and further action taken. will be recorded on CPOMs.

7.3 Bullying may also be identified through the monitoring of behaviour records on CPOMs. If this is the case, it will be investigated and monitored following the above procedures.

8 Cyberbullying

8.1 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. This may include:
 - 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 DfE 'Searching, screening and confiscation' advice for schools and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions 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 have in the public domain.

9 Supporting Pupils

9.1 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 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.
- Key adult updating them throughout the process.

9.2 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.
- Sanctioning, in line with school Behaviour and Discipline Policy; this may include official warnings, detentions, 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 or referrals to relevant LA agencies.

10 Supporting adults

10.1 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.

10.2 Adults who have been bullied or affected 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.
- 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 investigate the concern and

ensure that appropriate action is taken in accordance with the schools' Behaviour and Discipline Policy or Complaints Procedures.

- 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.

10.3 Adults who have perpetrated the bullying will be dealt with by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- 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.

11 Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Seek to identify pupils at risk of being bullied and include them on the vulnerable children's register.

12 Pupils

12.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

12.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the biennial pupil questionnaire.

We will:

- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

13 Parents

- 13.1 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- 13.2 Parents who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact Mrs Lowe-Bennett for Years 5 and 6, Mrs Ahmed for Years 3 and 4, Ms Fletcher for Years 1 and 2 or Mrs Perwiz for Nursery and Reception. If they remain dissatisfied, they should contact the Headteacher (see also the School's Complaints Procedure.)
- 13.3 We will:
- Take steps to ensure that parents are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers via the school website
 - Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
 - Ensure all parents/carers know are able to access our complaints procedure via the school website and know how to raise concerns in an appropriate manner.

14 Monitoring and review: putting policy into practice

- 14.1 The school will regularly monitor behaviour records to ensure that bullying is identified and acted upon and to monitor the impact of actions taken.
- 14.2 The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- 14.3 The Headteacher will be informed of bullying concerns, as appropriate.

15 The role of governors

- 15.1 The Governing Board supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at

all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

- 15.2 The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to ensure that accurate records are kept of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. A named Governor meets with the Inclusion Leader to monitor behaviour systems and records and reports back to the Governing Board.
- 15.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter in accordance with the Complaints Procedure.

16 The role of the Headteacher

- 16.1 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) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Board about the effectiveness of the Anti-Bullying Policy on request.
- 16.2 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 16.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 16.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. We want our children to feel they are important and belong to a friendly and welcoming school, so that bullying is far less likely to be part of their behaviour.

17 Monitoring and review

- 17.1 This policy is monitored on a day-to-day basis by the Senior Leadership Team. The Headteacher reports to governors on the effectiveness of the policy.
- 17.2 This Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying records and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 17.3 This policy will be reviewed in one year, or earlier if necessary.

Useful links and supporting organisations

- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: <http://www.childline.org.uk>
- Family Lives: <http://www.familylives.org.uk>
- Kidscape: <http://www.kidscape.org.uk>
- MindEd: <http://www.minded.org.uk>
- NSPCC: <http://www.nspcc.org.uk>
- The BIG Award: <http://www.bullyinginterventiongroup.co.uk/index.php>
- PSHE Association: <http://www.pshe-association.org.uk>
- Restorative Justice Council: <http://www.restorativejustice.org.uk>
- The Diana Award: <http://www.diana-award.org.uk>
- Victim Support: <http://www.victimsupport.org.uk>
- Young Minds: <http://www.youngminds.org.uk>
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: <http://www.changingfaces.org.uk>
- Mencap: <http://www.mencap.org.uk>
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Cyberbullying

- Childnet: <http://www.childnet.com>
- Internet Watch Foundation: <http://www.iwf.org.uk>
- Think U Know: <http://www.thinkuknow.co.uk>
- UK Safer Internet Centre: <http://www.saferinternet.org.uk>
- The UK 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'
<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE 'Advice for parents and carers on cyberbullying':
<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Race, religion and nationality

- Anne Frank Trust: <http://www.annefrank.org.uk>
- Kick it Out: <http://www.kickitout.org>
- Report it: <http://www.report-it.org.uk>
- Stop Hate: <http://www.stophateuk.org>

- Tell Mama: <http://www.tellmamauk.org>
- Educate against Hate: <http://www.educateagainsthate.com>

LGBT

- Barnardo's LGBT Hub: http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: <http://www.metrocentreonline.org>
- EACH: <http://www.eachaction.org.uk>
- Proud Trust: <http://www.theproudtrust.org>
- Schools Out: <http://www.schools-out.org.uk>
- Stonewall: <http://www.stonewall.org.uk>

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) <http://www.endviolenceagainstwomen.org.uk>
- Disrespect No Body: <http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) <http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Keeping Children safe in Education September 2019](#)

[Safeguarding Policy](#)



Record of Bullying Incident Sheet

Name of Victim/s:

Class:

-
-
-

Name of Perpetrator/s

Class:

-
-
-

Date reported:

Time of Incident:

Form Completed by:

(Once you have taken initial action to deal with the bullying incident, please complete this form and pass it on to a member of the behaviour team or the SLT Link.)

Further action taken by:

Date:

Antecedent (What led up to this incident? What might have triggered it?)

Behaviour (What was the actual behaviour witnessed and by whom?)

Consequence (What happened as a result of the behaviour? What action was taken?)