



**Gossey Lane Academy**

## **ANTI-BULLYING POLICY**

**Approved by: Headteacher**

**Signed: S Amin**

**March 2019**

## **1. Gossey Lane Commitment**

At Gossey Lane Academy, we are committed to our Anti-Bullying Policy. We make the policy part of everyday school life through our actions and words, and by regular reinforcement of our school rules and values. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## **2. Home School Agreement**

We believe that the parents and pupils play a vital part in our Anti-Bullying Policy. Every new parent and pupil is asked to read and sign our Home-School Agreement. This makes specific reference to our anti-bullying commitment.

## **3. Definition of Bullying**

Bullying is any pre-meditated behaviour that is deliberately intended to hurt, threaten, frighten, intimidate or demoralise another person or group of people.

Bullying may take the form of one person persistently abusing a person or people several times on purpose, or one person as part of a group of people abusing another person or people.

At Gossey Lane, we consider bullying to be something which takes place over a period of time where a pattern or trend can be identified. We monitor this carefully to ensure bullying is not confused with other issues, for example bossiness or boisterous play. Bossiness is usually directed at whoever is around at the time and requires the development of social skills. Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

## **4. Forms of Bullying**

Bullying and harassment can take many forms but may be:

- Physical: e.g. hitting, kicking, sexual (unwelcome touching, etc), taking or hiding belongings.

- Verbal: e.g. name calling, teasing, insulting, writing unkind notes or negative comments on social networking sites.
- Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
- A combination of the above: e.g. extortion (forcing someone to give up money or belongings), excluding (preventing someone from being included and encouraging others to do so) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender.

## **5. Preventative Measures**

Bullying behaviour can be prevented through a combination of approaches.

As a staff, we raise awareness with children about what bullying is and how it affects people through:

- collective worship
- class based assembly time
- drama/role play
- Jigsaw PSHE sessions
- values curriculum
- circle time
- cross-curricular links

We emphasise the important role that bystanders play in tackling bullying and teach pupils how to safely challenge bullying behaviour. We encourage pupils to be proactive by:

- not smiling or laughing when someone is being bullied
- showing the bullying pupil that they disapprove of his or her actions
- telling the bullying pupil to stop what they are doing
- encouraging the bullied pupil to join in with their activities or groups
- telling a member of staff what is happening

We teach pupils how to manage their own feelings and relationships constructively and assertively. This is done through promoting our School Values and Jigsaw PSHE lessons.

We work to raise self-esteem through encouraging positive attitudes and behaviour.

If a pupil feels they are being bullied we encourage them to:

- walk away from a situation
- tell an adult
- share the problem with a peer who can help

## **6. Managing a concern**

Any concerns raised by pupils and/or parents will be responded to quickly and fairly. When parents are raising a concern, they should report this to the class teacher who can begin the monitoring process and inform the Senior Leadership Team.

Incidents will be logged allowing staff to identify any patterns in behaviour or issues. We will continue to apply the schools behaviour policy, fully investigating issues and using appropriate consequences. Where a pattern or trend is identified the Headteacher will deal with the case as bullying, which would be taken very seriously.

Where bullying is suspected or identified there may be informal counselling and support for the child who is being bullied, a circle of friends identified for both parties and direct preventative action with the perpetrator. A restorative approach is taken when discussing the situation with the perpetrator and the victim. Where bullying has been identified parents will be informed and invited into school to discuss the situation. In more extreme cases, e.g. where these initial discussions prove ineffective, external support agencies may be contacted.

## **7. Roles and Responsibilities**

All staff WILL:

- take all forms of suspected bullying seriously, and seek to prevent it from taking place;
- listen carefully to all accounts not making any assumptions;

- when requested by the Senior Leadership Team (SLT), keep a log of all behaviour incidents and track individual pupils;
- inform the SLT about any concerns of bullying raised by parents;
- involve parents of all parties to raise their awareness;
- ensure that the bully is aware of the effect of their behaviour;
- discuss and explain any consequences deemed necessary, with the bully and the bullied pupil;
- arrange a support/friendship network for the bullied pupil;
- follow up shortly after intervention and monitor periodically to check that the bullying has not resumed;
- engage with outside agencies to advise school or deliver programmes of work in line with our policy, when appropriate.

#### Parents SHOULD:

- Bring it to the attention of the class teacher if they are concerned their child might be being bullied, or suspect their child may be the perpetrator of bullying;
- maintain open communication with the class teacher about issues that arise;
- encourage their child to be a positive member of the school;
- follow the appropriate protocols to resolve their concerns.

#### Pupils SHOULD:

- Feel comfortable talking to someone if they have concerns about bullying;
- continue to tell someone if they have concerns which they feel haven't improved;
- by accessing PSHE lessons and other activities have an understanding of what bullying is;
- feel confident sharing their ideas on how we can strive to ensure bullying doesn't occur at Gossey Lane.

#### The Headteacher WILL:

- Ensure effective implementation of the school anti-bullying policy;
- ensure that all staff (both teaching and non-teaching) are aware of the school policy;
- support the staff in identifying and dealing with incidents of bullying;

- report to the governing body about incidents of bullying and the effectiveness of the anti-bullying policy.

## **8. Review**

This policy will be reviewed according to the School Policy Review Plan except:

- where Government or LA changes necessitate an earlier review
- where a request has come from the Governors or Headteacher.

**Reviewed: March 2019**

**Adopted by Headteacher: S Amin**

**Next review: March 2021**