Anti-Bullying Policy

Introduction

Gascoigne Primary School is a Rights Respecting School; it has 1150 pupils, delivers across three different key stages and has a core mantra of being at the heart of the local community of Barking. Gascoigne Primary's Anti-Bullying Policy aims to be diverse yet structured with the children's safety and wellbeing as the main focus.

Gascoigne Primary School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Aims and purposes of the policy

Bullying of any kind is unacceptable and will never be tolerated at Gascoigne Primary School. At our school the safety, welfare and wellbeing of all pupils and staff is a key priority. We take all incidents of bullying seriously and it is our duty as a whole school community to take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and may arise. We actively promote the core British Values of respect and equality, and work to ensure that 'difference and diversity' is celebrated across the whole school community. We also want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils, without exception, as well as by society in general, when they leave school and enter the world of work or further study or training. We remain fully committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Why does Gascoigne Primary need an Anti-Bullying Policy?

Any form of bullying has the potential to lead to serious harm to those who are subjected to it. Bullying can impact upon the futures and overall health and wellbeing of the individual(s) in question. It can also lead to affected pupils developing low self-esteem, poor attendance, a decline in academic performance and feeling very unhappy and even depressed.

1. Identifying Bullying

Pupils of Gascoigne Primary, have discussed and identified the key underpinning factors that constitute what bullying is and the negative impact this can have on the pupil(s) being bullied. By identifying what bullying is, all stakeholders are aware as to how their potential actions could be interpreted and how this could also impact those they have interacted with.

a) What is bullying?

"Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." The Diana Award definition

Bullying can occur in many different forms and is more prevalent now than ever before with the strong hold that social media has upon our society and the young people growing up using it. Bullying has evolved from verbal and physical bullying to now being more frequently found on the screen of a mobile phone or via an email, text message or social media platform. Therefore, bullying is all around us and it is about the individual(s) taking responsibility for their actions via both technology as well as in person.

b) Types of bullying:

Verbal bullying is the repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others e.g. using hurtful words, discriminatory or offensive language, and swear words.

Indirect bullying is the repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property and cyberbullying.

Physical bullying is the repeated negative use of body contact to intentionally hurt others e.g. kicking, punching, slapping, inappropriate touching and spitting.

Cyberbullying is the repeated negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online. (Appendix 1)

c) Bullying can be based on any of the following things:

Race (racist bullying)
Religion or religious beliefs
Culture or class
Gender (sexist bullying) (Appendix 2)
Sexual orientation (homophobic or biphobic bullying) (Appendix 2)
Gender identity (transphobic bullying) (Appendix 2)
Special Educational Needs and Disabilities (SEND)
Appearance or health conditions
Related to home or other personal situations
Related to another vulnerable group of people

2. Reporting Bullying

a) Pupil who is being bullied

If a pupil is being bullied, he/she is encouraged to not retaliate but to tell someone they trust about it. They are encouraged to report any bullying incidents whilst at the school.

This can be in the form of:

- report to a member of staff
- reporting to a Peer Mediator or your friend/peer
- post your name into your class Worry Box
- report it to your parent and ask them to speak with a member of staff or email the headteacher: jpreston@gascoigne.co.uk
- call ChildLine to speak with someone in confidence on 0800 1111. Remember your call will be confidential which means they will not tell anyone else about what you have said unless you want them to of course.

b) Reporting – roles and responsibilities Staff

All school staff, both teaching and non-teaching (for example, midday assistants, caretakers, office staff), have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the pastoral team. The following staff members are also our anti-bullying leads: Ms Schembri (Learning Mentor), Mr Skinner (Learning Mentor).

Senior Staff

The Headteacher and the whole Senior Leadership Team have overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people in its care.

Parents and carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying in person, or by phoning or emailing the school.

Pupils

Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying amongst their peers. They should never be bystanders to incidents of bullying so if pupils witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Pupils who witness or are aware of bullying should take positive action. This may include supporting the victim, encouraging them to report it and helping them do so if they feel able to. All pupils have a responsibility to report incidents of bullying regardless of whether they are the victim or are aware of bullying occurring.

3. **Responding to Bullying**

   When bullying has been reported, the following actions will be taken:

   · written first account statements will be gathered from all the pupils named as being involved
   · staff will record the bullying incident on the school's Safeguarding Drive.
   · Senior Leaders will monitor incident reporting forms and information recorded on Integris analysing and evaluating the results
   · Senior Leaders will produce termly reports summarising the information, which the Headteacher will report to the Board of Governing Body
   · support will be offered to those who are the target of bullying from the pastoral team, a Learning Mentor or through mediation and restorative activities
   · staff will pro-actively respond to the bully and who may also require support from the pastoral team, Learning Mentor or through mediation and restorative activities
   · the staff involved will assess as to what stage parents and carers need to be involved
   · pupils may require external support outside of the internal school process. Therefore, if this is required, the respective pastoral leader will support the recommendation and application whilst completing the relevant checks with parent and carers as well as the pupil himself/herself of course.
   · staff will also assess as to whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school time.

   Any incidents of bullying will need to be evidenced, statements written and a 'balance of probability' conclusion reached. If the outcome of the incident is that the pupil accused has been found to have bullied or taken part in an act of bullying towards another pupil of Gascoigne Primary School, the Behaviour Policy will be referred to in terms of applying the appropriate sanction.

   As with any incident of poor behaviour at the school, the sanction guidance will be used and the senior leaders will seek confirmation from the Headteacher to ensure that the correct decision is reached. Sanctions can increase in severity depending upon the number of offences a pupil may have been involved in regarding bullying. Also, pupils who repeatedly offend will be further reprimanded for their actions and consequences applied accordingly. Serious one-off incidents will also be dealt with in the same manner and will require the direct input from and decision by the Headteacher.

Bullying outside of the school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of the school. Bullying can take place on the way to and from the school, before or after school hours, at the weekends, during the holidays or in the wider community. The nature of cyberbullying in particular means that it can impact on a pupil's wellbeing beyond the school day. Staff, parents and carers and pupils must remain vigilant to bullying outside of the school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Integris and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the Integris behaviour log.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored, with the Headteacher regularly reporting incidents to the Board of Governors. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

4.   School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

· a pupil-friendly Anti-Bullying Policy (Appendix 3) ensures all pupils understand and uphold the key messages and concepts within it
· PSHE lessons include opportunities for pupils to be taught about different types of bullying and what they can do to respond as well as prevent it
· circle time provides regular opportunities to discuss issues that may arise in class and for form teachers to target specific interventions
· whole-school and year group assemblies help raise pupils' awareness of bullying and derogatory language
· difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including 'Anti-Bullying Week', 'Cultural Weeks' and 'Black History Month'
· the school values of equality and respect are embedded across the curriculum to ensure that it remains as inclusive as possible
· stereotypes are challenged by staff and pupils across the school as and when required as well as without exception

- Peer Mentoring and pupil-led programmes are run to offer support to all those at risk or affected
- pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups for example via the democratically elected Pupil Council and anti-bullying surveys
- also working with parents and carers and community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy agenda.

Monitoring and reviewing

The Headteacher is responsible for reporting to the Board of Governors (and the local authority where applicable) as to how the policy is being enforced and upheld. The Governors are in turn responsible for monitoring the effectiveness of the policy via in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months in consultation with the whole school community including staff, pupils, parents and carers and governors.

Appendix 1: E-Safety

E-Safety

What is E– Safety?

How does E-Safety link to bullying (cyberbullying)?

E-Safety and the role of the stakeholders

"Governing bodies and proprietors should ensure there are appropriate procedures in place…to safeguard and promote children's welfare…which should amongst other things include… acceptable use of technologies… and communications including the use of social media."

Department for Education (2016)

E-Safety is the protection of individuals against the misuse of technology in various forms. In the current educational climate, ICT aids the development of the pupils of our school. ICT formulates key areas of school life for our pupils such as researching for work, accessing homework via 'My Maths, Bug Club', taking pictures for projects etc. Therefore, it is important that all stakeholders are aware of the dangers and detrimental impact misuse can have upon all involved and how to prevent bullying issues occurring via the misuse of technology and social media.

How does E-Safety link to bullying?

Cyberbullying is a common term used to describe the misuse of technology and social media to bully another person. There are many different forms of cyberbullying including:

- Harassment - the act of sending offensive, rude or insulting messages and being abusive.
- Defamation - when someone sends information to another person about someone else that is untrue.
- Flaming - the use of extreme and offensive language to provoke a reaction from another person.
- Impersonation - hacking another person's account or creating an account as someone else.
- Outing and trickery - sharing of personal information about another person to reveal secrets.
- Cyberstalking - the act of sending and repeatedly sending texts, emails and messages to cause harassment.
- Exclusion - intentionally leaving someone out of a group whether it be chatting, gaming, Apps etc.

As a school, we can ensure that all stakeholders are educated as to what constitutes cyberbullying and how the use of technology can be controlled through a positive and clear infrastructure. Therefore, reducing the number of incidents of cyberbullying and ensuring that we have a strong E- Safety Policy to support our Anti-Bullying Policy at Gascoigne Primary School.

Appendix 2:

Stonewall—Supporting LGBT pupils and celebrating diversity

What the law says:

Equality Act 2010
The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.

Education and Inspections Act 2006
Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

Government
Tackling homophobic, biphobic and transphobic bullying is a clear government priority. The Department for Education, in conjunction with the Government Equalities Office, supports schools and organisations across England to tackle homophobic, biphobic and transphobic bullying.

LGBT bullying explained

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at pupils who have lesbian, gay or bi family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example, suggesting that they are greedy) or assume that being bisexual is just 'a phase'.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as pupils who are not trans but do not conform to gender stereotypes.

Appendix 3:

Pupil friendly Anti-Bullying Policy

Gascoigne Primary School, is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated as such and with respect.

What is bullying?
"Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

What does bullying look like?
Bullying can be:
- hitting or threatening to hit someone
- touching someone inappropriately or without their consent
- calling someone names or spreading rumours or gossip about someone
- stealing, hiding or damaging someone's property
- deliberately ignoring someone or leaving them out
- sending hurtful or unkind texts, emails or online messages to or about someone.

Remember that bullying is not just physical and it can happen outside or inside the school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying!

What kinds of bullying can happen?
Bullying can be based on any of the following things:
- race or ethnicity (racist bullying)
- religion or belief
- culture or family background
- gender (sexist bullying), sexual orientation (homophobic or biphobic bullying) or gender identity (transphobic bullying)
- Special Educational Needs or Disability (SEND) bullying
- appearance or a health condition
- home or another personal situation.

Not every type of bullying is on this list, however, and the bottom line is if someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, this is bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It will not make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult. If you witness or believe that somebody is being bullied, then you should report your concerns.

There are many different ways to report bullying:
- report to a member of staff
- reporting to a Peer Mediator or your friend/peer
- post your name into your class Worry Box
- report it to your parent and ask them to speak with a member of staff or email the headteacher: jpreston@gascoigne.co.uk
- call ChildLine to speak with someone in confidence on 0800 1111. Remember your call will be confidential which means they will not tell anyone else about what you have said unless you want them to of course.

Gascoigne Primary staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.