

Building resilience not reliance.



# Anti-Bullying Policy

We are a Rights Respecting School in accordance with UNICEF (United Nations Children's Fund). Our aim is to promote and protect the rights of all children in Ganton School to an education, to be healthy, to have a childhood, to be treated fairly and to be heard so that they can survive, grow, participate and fulfil their potential. Ganton School puts the United Nations Convention on the Rights of the Child (CRC) at the heart of all policies, practice and ethos.

Everyone at Ganton School who comes into contact with children and families has a role to play in safeguarding and promoting the welfare of children by;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
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Working Together to Safeguard Children 2018

Headteacher: Mr Eddy Wharton

Review Date: January 2023

An inclusive community committed to excellence in personalised learning and well-being.



## **Anti - Bullying Policy**

### **CONTEXT:**

At Ganton School we are committed to providing a safe, caring, secure and supportive environment for all our pupils, in which they can work, play and live happily and without fear of bullying.

We regard all forms of bullying as totally unacceptable regardless of race, gender, age, sexual orientation or disability.

We recognise the effects that bullying may have on pupils' feelings of self – worth, on their happiness and learning and on the school and its' community and will actively promote an anti – bullying environment.

We recognise that the changing population of Ganton School is having an impact on behaviour in the school and that certain policies need to be reviewed in the light of the changes.

The development of this policy is based on the most recent government guidance (DfE: 'Preventing and Tackling Bullying' May and September 2012) and consultations with pupils, staff, parents and governors. Other relevant literature is listed in Appendix A.

### **DEFINITION OF BULLYING**

The government advice defines bullying as: 'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

We recognise that bullying can take many forms and may occur in response to actual or perceived differences between children.

Bullying may be:

- Physical – hitting, spitting, kicking, taking of possessions
- Verbal – name calling, making insulting or abusive comments to or about a group or individual
- Indirect – through the use of social media, text messaging or image sharing (Cyber - bullying)

Within Ganton School we are especially aware of the harm that can be caused by:

- Racially motivated bullying
- Sexually bullying
- Homophobic bullying
- Bullying of individuals with special needs or disabilities
- Cyber- bullying

By creating and maintaining an anti – bullying climate within the school; educating pupils, staff and parents and actively promoting good behaviour, we seek to minimise the effects of bullying within Ganton School at all times and we have clear procedures in place to deal with any incidents which may occur within or outside the school.

### **CREATING AN ANTI –BULLYING CLIMATE**

To prevent bullying we seek to create and maintain an anti – bullying climate by:

- Raising awareness of our anti –bullying policies and procedures with the school and the school community, in accessible formats for all members of the community
- Promoting and celebrating good behaviour consistently and publically so that positive actions create a caring ethos, within the context of children’s rights and responsibilities
- Educating pupils, staff and parents about bullying and how to identify and respond to pupils affected by bullying
- Working in a restorative way to rebuild relationships which may have been damaged by instances of bullying
- Keeping an open dialogue with pupils, staff and parents, along with other stakeholders, about behaviour management strategies and anti – bullying themes.

### **RESPONDING TO BULLYING**

If any pupil, staff member or parent reports that a child is being bullied that allegation will always be taken seriously and dealt with swiftly. In the first instance class teachers should ensure that Senior Leaders are aware of the allegations.

Any reported instance of bullying will be recorded by Senior Leaders and discussed at the subsequent Senior Leadership Team meeting. Senior Leaders will record the incident; lead the investigation and report outcomes back to the complainant.

Where more serious incidents occur, for example, recurring incidents, these will be dealt with by the Deputy or Head Teacher. The support of parents is valued and the school aims to work together with parents to resolve bullying from the point of view of the victim and the perpetrator.

Wherever possible this will be done in a restorative way so that the children are actively engaged in a process which separates the deed from the doer and focusses on making amends for harm done.

An active period of monitoring of at least three weeks will follow any incident. It may be that a pupil requires a Positive Behaviour Plan to support them in behaving appropriately and

this will be reviewed at least termly.

## **WORKING TOGETHER TO PREVENT BULLYING**

Strategies employed at Ganton School to prevent bullying include:

- Inviting parents and carers to regular behaviour management discussions and sharing Positive Behaviour Plans with them
- Teaching and talking to pupils about bullying through class and School Council discussion and Circle activities; SEAL, PSHE and Citizenship lessons and whole school events such as Assembly or Anti –Bullying Week activities
- Providing effective staff training and access to high quality resources to support curricular work especially in relation to racism, sexuality and disability (see Appendix A)
- Evaluating the impact of this policy and others associated with it (Single Equality Policy, Good Behaviour Policy, ICT Policy, e Safety Policy etc.) on a regular basis.

## **Appendix A**

Sources of information used to inform or support this policy include:

DfE: Preventing and Tackling Bullying – advice for Head Teachers, schools and governors (July 2017)

DfE: Behaviour and Discipline in Schools – a guide for headteachers and school staff (April 2012; updated 2<sup>nd</sup> September 2020)

Ofsted: No place for bullying.  
(June 2012)

### **LEGISLATION:**

Education and Inspections Act 2006 Section 89: Schools' duty to promote good behaviour.

Education and Inspections Act 2006 Section 89(5): Power to tackle poor behaviour outside school

The Equality Act 2010

Children's Act 1989

### **RESOURCES FOR STAFF AND PUPILS:**

The Anti – Bullying Alliance

Beatbullying

Kidscape

Restorative Justice Council

Initial Equality Impact Assessment																									
Impact Groups			Pupils			Staff			Families			Governors			Volunteers			Visitors			Wider Community				
			✓			✓			✓			✓			✓			✓			✓				
Does or could this policy have a negative impact on any of the following?																									
Age			Disability			Gender/ Gender Identity			Marriage/ Marital status			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
	✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help to promote equality for any of the following?																									
Age			Disability			Gender/ Gender Identity			Marriage/ Marital status			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?																									
Age			Disability			Gender			Gender Identity			Pregnancy or Maternity			Race			Religion or Belief			Sexual Orientation			Verdict	
Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N	?	Y	N
✓			✓			✓			✓			✓			✓			✓			✓			✓	
Conclusion:						We have come to the conclusion after taking an initial equality impact assessment that a full assessment is / is <b>not required</b> .																			
Status of Policy:						Existing Policy																			
						New/Proposed Policy																			
						Updated Policy																			
Initial Equality Impact Assessment completed by:																									
Eddy Wharton																									
Initial Equality Impact Assessment approved by:																									
SLT																									
Date: 20.09.19																									