



**Anti-Bullying Policy
2018**

Definition

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

Bullying is not tolerated at Gomer Junior School. We believe bullying to be a ***pre-meditated and repeated*** act to hurt someone either physically or mentally. This may be directed towards an individual or to a group and will include all forms of pre-meditated racist, sexist and homophobic behaviour. It encompasses physical forms of aggression, threatening behaviour and attempts to undermine the victim's self-esteem.

It is every staff member's duty to follow all safeguarding policies and procedures, which are in line with "KCSIE" Sept 2018 and the 'Prevent Strategy' June 2015.

Through the Gomer Responsibilities and our Foundations of Learning , we teach our children how to be 'good citizens' so that incidents of bullying are known not to be tolerated.

Rationale

This policy should be read in conjunction with the behaviour policy but is not to be confused with it. The behaviour policy deals with isolated incidents of behaviour whereas the anti-bullying policy deals with repeated, pre-meditated incidents. It should also be read in conjunction with KCSIE September 2018, and the Prevent Strategy, June 2015.

It is important when an incident occurs that the correct policy is applied. This will be decided by determining the level of pre-meditation and the level of repetition. This policy will be reviewed each year by the Governing body. When changes are made the staff will receive training and it will be included in the induction programmes for all members of staff.

Aims

1. To develop a school environment that is both safe and secure for all pupils.
2. Ensure immediate physical safety for victim while at school.
3. Ensure physical acts of aggression immediately cease at school.
4. Ensure any name calling and acts of isolation cease at school.
5. Improve feeling of physical safety for victim over short-term (weeks).
6. Improve feeling of involvement for victim over short-term (weeks).
7. Improve self-esteem of victim over long-term (months).
8. Counsel bully to modify their behaviour.

Curriculum Support

1. Education in how to spot and stop bullying is given through the Gomer Responsibilities and PSHE learning to all year groups as part of their relationships topics.

2. Education in how to spot and stop bullying is given through the Collective Worship programme to all year groups.
3. School participation in events such as anti-bullying week – this may be linked to e safety.

Provision

1. An appropriate adult will be chosen to speak with the victim.
2. During that conversation the adult and victim will discuss what form the bullying is taking place, who is involved, whether there are any on-lookers, how often the incidents are occurring and if there is any peer they specifically trust etc.
3. During that conversation the adult and victim will discuss the feelings the victim is experiencing.
4. The victim is then given the choice of how to express their feelings. The adult will decide, with the victim how it is best to move forward.
5. The adult explains separately to the victim that they will be reviewing the situation regularly. However in the interim if there any problems the victim should immediately approach the adult to inform them.
6. Daily Children Causing Concerns section of staff briefing will be used to share information with whole staff.
7. If the situation re-occurs with a different bully the same process above will be re-initiated.
8. If the situation re-occurs with the same bully then the bully will be referred to the Inclusion and Pastoral Leader who will decide and create an appropriate intervention programme. At this point the parents of the bully will be informed.
9. The parents/cares of the bully are then required to meet with the Inclusion and Pastoral Leader and/or the Head Teacher or Deputy Head Teacher.
10. If the situation is still not rectified then the parents/carers are required to meet with the Head Teacher or Assistant Head Teacher again at which point the help of outside agencies will be considered.
11. If the situation is still not rectified and is considered serious enough then the Head Teacher may exclude the child.

Allegations against employees

If a bullying complaint is made against an employee, whether the victim is a child or an adult colleague, the Head Teacher will deal with the allegations as a disciplinary procedure. If the allegation is made against the Head Teacher the matter will be referred to the Governing board.

Record-Keeping

1. Once it has been decided that the incident constitutes bullying rather than a behaviour incident a green form will be inserted in both the victim's and bully's files and dated accordingly.

2. If the incident is a racist one then a separate racist incident form will also be completed and inserted into both the victim's and the bully's files.
3. Records will be kept until Year 6. At that point a decision will be made whether the records are passed on to secondary school or not.

Children with SEN

In cases where the victim or bully have special educational needs the SEND Leader will always be notified so that we review whether the victim and bully are accessing the help. If necessary the help will be modified to ensure this.

If the Inclusion Manager identifies that the victim or bully would benefit from a programme to develop their emotional intelligence then a programme will be developed.