

Date Adopted	Summer 2020
Review Date	Summer 2023

ANTI-BULLYING POLICY	Guidance
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## 1. AIMS OF THE POLICY

This Policy aims to make Gordano School a place where students and staff feel happy, secure and confident in all aspects of school life.

- To promote an ethos of Care and Kindness
- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide students and staff to enable them to feel confident managing conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure students know what to do if they feel they are being bullied
- To make sure bullying is addressed as soon as possible if it does happen and that those involved receive the support they need

This policy statement applies to anyone working on behalf of Gordano School, including senior managers and the board of governors/trustees, paid staff, volunteers, agency staff and students.

## 2. RATIONALE

- 2.1 As a school we believe all students have a right to work in a happy and caring environment in which they feel valued, safe and accepted.
- 2.2 We believe that students should be nurtured and encouraged to show care and kindness to all within the school community. Each House will be expected to develop a Care and Kindness project each year to help with building this ethos.
- 2.3 Occasionally incidents of bullying, intimidation or harassment can prevent a member of our community from enjoying their basic rights. The emotional distress caused by bullying in whatever form can prejudice school achievement, lead to lateness or unauthorised absence or, in extreme cases, physical and mental ill health.
- 2.4 Bullying is the wilful, conscious desire to hurt, threaten, frighten, humiliate or overpower someone else repeatedly and can be cyber, physical, verbal or psychological. This can be direct or indirect. Examples of physical bullying include hitting, kicking, pushing or theft. Verbal bullying can include name-calling or racial taunts. Whilst indirect bullying includes spreading rumours and excluding someone from a social group, it can be defined as the perceived aggression by one or more students towards one or more other students.
- 2.5 Specific types of bullying include:
- bullying related to race, religion or culture:
  - bullying related to special educational needs or disabilities:
  - bullying related to appearance or health conditions:
  - bullying related to sexual orientation;
  - bullying of young carers or looked after children or otherwise related to home circumstances;
  - transgender bullying;
  - sexist or sexual bullying.
- 2.6 It is important to look at any and all incidents in isolation as there are some incidents that, although unpleasant, may not constitute bullying.
- 2.7 The law empowers the Headteacher of a school to regulate, when it is felt appropriate to do so, the behaviour of students when they are off the school site (which is particularly pertinent

to regulatory cyberbullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

2.8 Cyber bullying can be defined as the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else.

- An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE, and the use of mobile phones has been established at Gordano.
- If an incident of cyber bullying takes place within the school, steps are taken to identify the harmer and appropriate consequences are put in place which may, in serious incidents, involve the support from the police.
- If an incident of cyber bullying takes place outside of school time, the school will decide who is best placed to take action - the school or the police. Should the police deal with the incident, they will have the full support and cooperation of the school.

2.9 Responding to Homophobic bullying is part of our anti-bullying work at Gordano. Homophobic bullying is identified as when bullying occurs because of prejudice against lesbian, gay, bisexual people or transgender people. This also includes prejudice against those questioning their gender or sexuality.

Gordano has a legal duty to ensure homophobic bullying is dealt with in School.

Homophobic bullying can include:

- Verbal abuse
- Physical abuse
- Cyber bullying

Homophobic language is not tolerated and will be challenged at Gordano and appropriate consequences will follow.

### 3. RELIGION AND CULTURE

3.1 The term racist bullying refers to a range of hurtful behaviour both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

3.2 Students are encouraged to report any form of racial incident which will be logged and details sent to the Local Authority where appropriate and necessary to do so.

3.3 Appropriate consequences will follow a racial incident. Restorative approaches may well be used, if appropriate, to develop the harmer in understanding the feelings of the harmed.

### 4. THE SCHOOL'S APPROACH

4.1 The aim of our school anti-bullying approach and interventions will be to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable proportionate and committed way
- Safeguard the student who has experienced bullying and ensure students are supported
- Reprimand the harmer and educate them in how not to repeat their behaviour by helping them to understand the impact of their words/action
- Practice skills such as listening to each other
- Respect the fact that we are all different
- Make sure that no one is without friends
- Deal with problems in a positive way
- To promote an ethos of Care and Kindness

4.2 We recognise that bullying is closely related to how we respect and recognise the value of diversity.

- 4.2 We will be proactive about:
- seeking opportunities to learn about and celebrate difference
  - increasing diversity within our staff, volunteers, children and young people
  - welcoming of new members to our organisation.
- 4.3 All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.
- 4.4 During a student's school career at Gordano we will nurture, educate and encourage them to develop the self-discipline necessary to maintain acceptable levels of behaviour towards the community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Students must not be afraid to report problems and have the confidence that something positive will be done.
- 4.4 **The PSHE curriculum, the Inclusion Team, assemblies and other curriculum subjects (e.g. English, Drama, Dance, Art) will provide the opportunity for students to explore their feelings and give them the confidence to develop their assertiveness skills.**
- 4.5 This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:
- bullying - [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](http://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)
  - online abuse - [learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse](http://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
  - child protection - [learning.nspcc.org.uk/child-protection-system](http://learning.nspcc.org.uk/child-protection-system)
5. **PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING (See Appendix 1)**
- 5.1 Collect details from the harmed or witness to harm using the 'Witness Statement'
- 5.2 In addition ask the following questions of the alleged harmer:
- What happened?
  - What were you thinking at the time?
  - What are you feeling at the moment?
  - What do you think needs to be done to repair the harm?
  - Who do you think has been affected by the actions?
- 5.3 Member of staff involved to discuss with the appropriate Pastoral Leader and Tutor to identify the appropriate way forward.
- 5.3.1 Low level incident:  
Member of staff to work with the harmer and the harmed to resolve the issue.
- 5.3.2 Higher level incident:  
Follow the procedure as identified on the flow chart.
- 5.3 Complete referrals and pass to appropriate Pastoral Leader or Senior Leader.
- A serious incident could result in a fixed term exclusion.
  - A very serious incident could result in permanent exclusion, which is the decision of the Headteacher.
  - The parents or school may wish to involve the Police.
6. **SCHOOL EXPECTATIONS**
- 6.1 Students will be taught that bullying is unacceptable at school and within the community.
- 6.2 The school seeks to establish a culture of care and kindness where students show respect for one another and the staff.
- 6.3 Staff should be alert to the possibilities of a bullying incident.
- 6.4 Students will be encouraged to tell/report and staff will listen.

- 6.5 All incidents will be investigated and appropriate action taken.
- 6.6 Staff will work restoratively in dealing with incidents.
- 6.7 Bullying is discussed openly in assemblies, tutor periods and lessons. The school use a variety of resources within these contexts to do this - speakers, the police, Anti-Bullying Alliance guidance, advice and resources.
- 6.8 Students, parents and staff will be made aware of the school's approach to bullying and the school's anti-bullying policy.
- 6.9 Students are involved in the monitoring and evaluation of the school's anti-bullying and positive behaviour policies through the School Council and the Student Leadership teams.
- 6.10 Students:
- Will complete questionnaires; take part in student forums and focus groups, voice thoughts and ideas via the School Council and the House Captains.
- 6.11 Parents:
- Will be encouraged to contact the tutor, Head of House/Year, or the Pastoral Head if they suspect that their child is being bullied without fear of 'making things worse'.
  - Will feel confident that incidents will be carefully investigated.

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**Date Policy adopted:** 8<sup>th</sup> June 2020



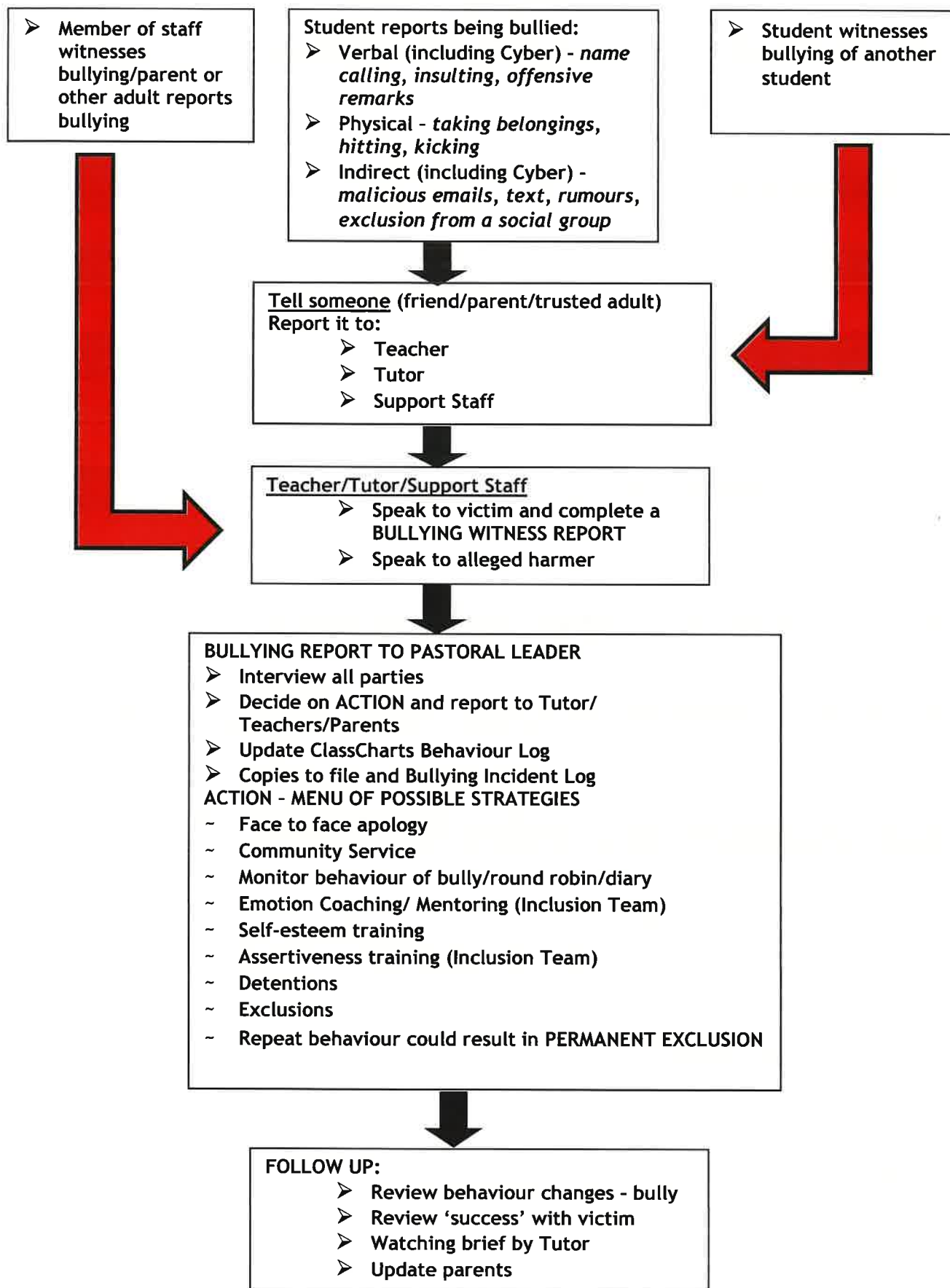
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**Chair of Governors**



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**Headteacher**

APPENDIX 1

CHECKLIST AND PATHWAY - BULLYING NOTIFICATION



<b>BULLYING REPORT</b>
<b>Witness Statement</b>

<b>Name of person making this statement</b>	<b>Who is being bullied?</b>
	<input type="checkbox"/> <input type="checkbox"/> You                              Someone else
<b>If someone else, who?</b>	
<b>When did this take Place?</b>	
	<b>Time</b>
<b>Where were you when it happened?</b>	
<b>Who was the person(s) doing the bullying?</b>	
<b>If more than one, who would you say was the worst or the ring leader?</b>	
<b>Who was with YOU when it happened?</b>	
<b>Was there anyone else who may have seen or heard what happened?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If YES, who?</b>	
<b>Has the person bullied before?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If YES, when?</b>	

<b>Describe, as best you can:</b>	
<ul style="list-style-type: none"> <li>▪ <b>What happened?</b></li> <li>▪ <b>What were you thinking at the time?</b></li> <li>▪ <b>What are you feeling at the moment?</b></li> <li>▪ <b>What do you think needs to be done to repair the harm?</b></li> <li>▪ <b>Who do you think has been affected by the actions?</b></li> </ul>	
<b>Have you reported this to anyone else?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If YES, to whom?</b>	
<b>When was this?</b>	
<b>Did they say they would do anything?</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If YES, what did they say they would do and by when?</b>	
<b>Signed</b>	<b>Date</b>
<b>Member of staff taking statement</b>	

