



## Geoffrey Field Junior School Approach to Bullying

Updated May 16

### Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Geoffrey Field, we are committed to providing a caring, friendly and safe environment for all of the pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will be tackled. Pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a **TELLING** school.

This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

The school follows the advice given in the 'Safe from Bullying' document, published by the Department for children, schools and families.

### What Is Bullying?

*"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)*

The group nature of bullying is also important and needs to be recognised with the peer group playing an important role: other pupils' behaviour can reinforce, condone or help to stop bullying.

Bullying generally takes one of four forms:

<b>Indirect</b>	being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
<b>Physical</b>	pushing, kicking, hitting, punching, slapping or any form of violence
<b>Verbal</b>	name-calling, teasing, threats, sarcasm
<b>Cyber</b>	all areas of internet misuse ( <i>see cyberbullying policy for further clarification</i> )

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this policy**

- The school community; governors, staff, pupils and parents/ carers need to share an understanding of what bullying is.
- Governors and staff need to know what the school policy is and follow it when bullying is reported.
- Pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

### **Implementation**

#### ***School***

The school community can expect the following steps to be taken when dealing with incidents.

1. If bullying is suspected or reported, the incident will be dealt with initially and immediately by the member of staff who has been approached;
2. A clear and precise account of the incident will be recorded and given to the SLT, either on a concern form or in the class log.
3. SLT will talk to the pupils concerned and will record the incident. Those involved will be reminded of their rights and responsibilities and then lead towards accepting responsibility for their actions. The consequences of these actions will then be discussed and applied in line with the school's policy for positive behaviour management and strategies for inclusion.
4. Staff involved with these pupils will be kept informed so that any further incidents can be seen in context.
5. Parents will be kept informed
6. If necessary and appropriate, police will be consulted.

#### ***Pupils***

Pupils who have been bullied are:

1. Given the opportunity to talk to an adult of their choice immediately and on any subsequent occasions;
2. Listened to and reassured with particular regard to restoring self-esteem and confidence;
3. Offered continuous support and strategies to address any issues they may have.

Pupils who have perpetrated bullying will:

1. Discuss what happened and be supported to take responsibility for their actions and the need to change.

2. Explain how they became involved
3. Have their parents/ carers alerted
4. Be supported to make more positive choices in the future

### **PSHE curriculum**

Each year, as the children move through the school, they are encouraged to develop their understanding of relationships and emotions. Role play, film, story and discussion will be used to demonstrate situations and allow children to explore the relationships – how they are made; how they may break down and how they can be repaired. Children will be given strategies to make, maintain and repair relationships. They will also be made aware of the power balance in relationships and the importance of telling trusted adults if they feel they have been treated unfairly. Pupils are explicitly taught about internet safety and how to keep themselves safe (see document on Cyberbullying).

### **Monitoring, evaluation and review**

The school will review this policy regularly and assess its implementation and effectiveness through:

- An analysis of the school and class log books
- Pupil Questionnaires
- Parent Questionnaires

### **Prevention**

The school promotes mutual respect through its values and ethos. This is expressed school policies and practises (E.g. Equality, Positive Behaviour Management, assemblies, reward systems, mediation service, school council, etc.) The school encourages the pupils' voice. We ask children for feedback and listen to their ideas and concerns. Pupils are given opportunities to make choices (e.g. courses in our 'university afternoons' workshops in arts week; afterschool clubs; starting points in lessons and own work). These approaches empower pupils and support them with developing the skills to keep themselves safe and to speak out if they have been treated badly.

### **Signs and Symptoms**

Many children and young people do not speak out when they are bullied and instead may indicate this by signs or behaviour. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school and uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- is often absent
- becomes withdrawn anxious, or lacking in confidence
- cries a lot or has nightmares
- has possessions which are damaged or "go missing"
- asks for money or starts taking money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- is unable to sleep

- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.