

Gladesmore Community School



ANTI-BULLYING POLICY [OP5]

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Governing Body:		
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ANTI-BULLYING POLICY [OP5]

The school consider bullying to be hurtful behaviour and recognise that this can take many different forms for instance:

- physical (hitting, kicking, taking items)
- verbal (name calling, offensive remarks, intimidation)
- indirect (spreading rumours, cyber communication, excluding from social groups).

This policy and its procedures are drawn up to prevent bullying among pupils and meets the requirements of the Haringey Local Safeguarding Children Board Anti- Bullying and Discriminatory Policy Framework.

The school's stance is to endeavour for pupils to have the opportunity to enjoy their education. To this end we aim to sensitise our pupils to the whole subject of bullying, so that they can recognise it, avoid participating in it, and if it does occur, have techniques for dealing with it both individually and collectively. We also aim that, wherever possible, we modify the behaviour of perpetrators. The school encourages the reporting of incidents of bullying and strongly promotes an anti-bullying culture.

Awareness

We aim to raise the awareness of bullying and its effects. This is done by promoting an anti-bullying culture through everyday interactions, in addition to assemblies, PSHE, tutorials, displays, staff training, Blue Day (Anti-Bullying Day) parents' events, peer mentors and newsletters to:

- Sensitise the school community to the signs of bullying:
 - changes in behaviour, such as becoming shy and nervous
 - feigning illness, taking unusual absences or clinging to adults
 - changes in work/behaviour patterns
 - lacking concentration
 - truanting
- Make it straightforward to report concerns of bullying
- Demonstrate that bullying can be confronted and stopped

Reporting & Recording

We follow up incidents of bullying, or suspected bullying:

- Concerns and incidents will be investigated and dealt with by appropriate staff
- Peer / Stepping Stones Mentors (older pupils who have undergone a training course for the purpose) will provide support and report issues if they detect bullying
- accounts of incidents will be collected
- in serious matters the appropriate HoY, senior leaders, safeguarding staff, Police Officer may become involved and interview those concerned and will record the outcome
- Form tutors /SEND staff will be kept informed as may be appropriate to monitor victims and perpetrators

Rights and Responsibilities

Pupils are advised that:

- children can go to their form tutor, pastoral or safeguarding staff, or other staff member for help. The pupil(s) may also seek support from a peer mentor;
- Children will have the opportunity if appropriate to discuss the incident and their feelings with an adult such as form tutor; a counsellor or appropriate professional;
- that the perpetrator(s) will be dealt with;
- the perpetrator(s) parents/carers may be consulted to discuss the matter

The person who has been accused should:

- be listened to as well as spoken to about their behaviour;
- helped to understand the impact of actions
- informed their behaviour might lead to sanctions being considered;
- have access to another adult who will offer guidance, especially if s/he feels the accusation made is untrue/unfounded;

Actions

Guidance for supporting the victim:

- aim to provide reassurance;
- given advice to re-establish self-esteem and confidence;

Guidance for working/interacting with the perpetrator:

- discuss what happened and confront the behaviour;
- given guidance on changing behaviour;

As a consequence:

It is often helpful when the victim is:

- monitored over an appropriate period

Depending up the circumstances it can be helpful when the perpetrator is involved in:

- a restorative session/meeting that provides guidance that educates the perpetrator and deals with the whole notion of bullying and its effects on the victim.
- guided to repair the hurt and damage caused;
- sanctions if appropriate to the situation are implemented:
 - receive a warning to cease offending;
 - involvement of parents/carers
 - an appropriate punishment such as:
 - detention
 - Saturday Detention
 - exclusion from certain areas or aspects of school
 - suspension
 - fixed-term exclusion

Throughout, the main emphasis will be to change the offending behaviour.

Organisational Measures

Peer / Stepping Stones Mentors are selected and trained pupils that are able to perform a key role in supporting and educating other pupils in anti-bullying.

The school has an interest in the behaviour and welfare of its pupils outside school hours and will act over concerns if this is viable and is deemed appropriate.

Curriculum

All staff are asked to look out for, and challenge, indicators of bullying within their lessons and about the school. Pupils are also asked to play a positive role in combating bullying and reporting issues.

Within some subject schemes of work aim to develop understanding, skills and awareness of bullying issues. Risks associated with internet use, cyber-bullying are covered within assemblies and in the curriculum. PSHE and Assemblies methodically address the subject of bullying and are the main public means to raise awareness.

Interactions

Central to the success of this policy are day-to-day interactions to encourage pupils to approach and discuss matters with staff. The modelling of respectful interactions and good practice are part of the Gladesmore Ethos.