



# Preventing Bullying

Communicating Love; Inspiring our  
Community to Flourish

**2018**

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## Context

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This policy is written in accordance with Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (July 2017: DfE) which states:

*“Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.*

*By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.”*

This school believes that all children and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

## Purpose

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The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to preventing it and tackling it to improve outcomes for children.

# Understanding Bullying

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## Definition

Our definition of bullying is shared and understood throughout our school community:

***Bullying means hurting a person or people with your body or words over and over again on purpose.***

***It can be done by one person or more than one person.***

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

## Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in many different forms. Children can be bullied in ways that are:

**Physical** – by being punched, kicked, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; jeered; whispered about; called gay or other in a derogatory manner (regardless of sexuality); insulted about their appearance, race, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** – creating, sending, or sharing offensive, vindictive or hurtful material, text, chat, images, videos, GIFs or other media directed at an individual or group by other individuals or groups via text message; via instant messenger services and social network sites; via email; or spread via mobile phones.

## **Specific Types of Bullying**

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others.

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- 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

## **Recognising Signs of Bullying**

St Gabriel's CofE Academy is sensitive to the changes of behaviour that may indicate that a child is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Losing self-confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school and unusual patterns of non-attendance

- Failing to achieve potential
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing self-harming habits
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies.

## **Recognising Reasons Why Children May Bully**

St Gabriel's CofE Academy recognises that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family

- circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being unable to resist negative peer pressure

## Preventing Bullying

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### **Roles and Responsibilities**

St. Gabriel's CofE Academy believes that preventing bullying is the responsibility of every member of our community.

The school has allocated specific responsibility for anti-bullying work to the Headteacher and PSHE Leader who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Analysing and evaluating data to inform policy development and practice.
- Co-ordinating anti-bullying curriculum opportunities.
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies.
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

### **Values**

Through the direct teaching of our school values and British Values, children understand that there is no place for bullying within school and wider society.

<b>Love</b>	<b>Community</b>	<b>Respect</b>	<b>Growth</b>	<b>Integrity</b>
Forgiveness	Family	Humility	Hope	Honesty
Compassion	Friendship	Dignity	Support/Challenge	Wisdom
Kindness	Service	Equality	Courage/Responsibility	Trust
Peace	Generosity	Thankfulness	Resilience	Justice

At St Gabriel’s CofE Academy we live our values:

Our relationships are built on love and forgiveness; we learn and live in community with each other, serving one another generously; we humbly treat everyone with equal respect; we courageously strive to grow in every way with a hope for our future; we maintain our integrity, building trust through honesty.

Through this modelled behaviour children learn how to exist together in a respectful and loving way; without engaging in bullying behaviours.

### **British Values**

At St Gabriel’s CofE Academy, our Christian values are fundamental to developing our understanding of British Values. We learn Democracy through working in community with respect, responsibility and integrity. We learn Individual Liberty through growth, respect and integrity. We learn Rule of law through love, community, respect and integrity. We learn Mutual respect and tolerance for all faiths and for those without faith through love, community and respect.

### **Curriculum**

The school acknowledges the role of the PSHE and wider curriculum in preventative work on bullying. Our PSHE and wider curriculum supports the development of children’s self-esteem and their emotional resilience and ability to empathise with others.

The curriculum provides opportunities for children to learn and develop the skills to



identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

## Reporting and Responding to Bullying

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At St. Gabriel's, children understand that they can talk to any adult within school and they will be believed and their concerns will be taken seriously.

*(See Safeguarding and Child Protection Policy)*

Bullying is categorised as Stage 3 Behaviour and is dealt with as such. Within this, there is the added responsibility of any class teacher(s) involved and the headteacher to monitor behaviour with the child(ren) concerned and check in with them to ensure that all bullying has ceased. The school behaviour policy details how incidents are recorded and responded to.

*(See Behaviour Policy)*

## Monitoring and Evaluation

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The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge.

It involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community.

The school regularly analyses behaviour records to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

The results of the review are used to inform areas for school development, which are included in action plans as appropriate.

## Parental Involvement

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At the heart of any resolution to bullying, this school acknowledges the powerful role parents play in supporting children through such difficulties. At St. Gabriel's, parents are understood to be pivotal in the academic, social, moral, spiritual and cultural development of children; including ensuring a safe and welcoming learning environment for all.

## Policy Links

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Behaviour Management Policy

Positive Handling and Restraint Policy

Safeguarding and Child Protection Policy