



Parkside GGI Academy 'Nurturing, Developing, Inspiring' Anti-Bullying Procedure

Introduction

All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.

- Parkside GGI Academy recognizes the detrimental effect on children who may be subjected to bullying and will work actively to minimize the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognized. Parkside GGI Academy is committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour. (It is the behaviour not the person that is condemned) and they too will need support.

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects a use of power and is usually premeditated.

Bullying behaviour can include:

- 📌 physical aggression, such as hitting, kicking, taking or damaging possessions;
- 📌 verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- 📌 indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- 📌 Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.
- 📌 Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else.

Aim

The aim of this procedure is to maintain an environment where all children and adults feel safe, secure and unthreatened.

The school's ethos promotes care and consideration for others. This procedure sits alongside the school's Behaviour Policy and Special Educational Needs Policy. This is to ensure that the broader aim of the school, to allow all children to reach their potential, is fulfilled.

Procedures

Role of Staff

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents – see appendix. The class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher. All proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded in accordance with guidelines in the Racial Incident Policy. Upon discovery of an incident of

bullying, we will discuss with the children the issues which are appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time and the SEAL lessons. If held regularly, these can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school).

Role of Parents/Carers

Parents/Carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children in the importance of appropriate behaviour towards others. They should endorse the importance of reporting to an adult when they think someone else is being bullied.

- Stress the importance of appropriate sociable behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening towards another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying, sharing concerns as soon as possible, not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-bullying policy by acting responsibly and calmly.
- In the event that sanctions are taken against their own child, parents/carers must make clear their disapproval of this behaviour
- Not automatically dismissing the suggestion that their own child could be involved in bullying another child and working with school to change the behaviour .

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Parkside GGI Academy we believe that one case is one case too many and we believe it is essential to constantly review this procedure to ensure we are in a position to strengthen our approach to this issue.

Prevention

The school is committed to a policy of inclusion and there are opportunities for pupils to develop social and play skills in school. Anti-bullying work is part of a whole-school approach to making the school environment secure and safe. It is included, for example, within the PSHE & C [Personal, Social, Health Education and Citizenship] curriculum and in Collective Worship. Pupils who need additional support to develop their social and play skills can work through an appropriate social skills programme presented by teaching assistants trained in its delivery.

Equal Opportunities

This procedure will be applied equitably to all children irrespective of ethnicity, gender, religion, or special educational needs.