

## ANTI-BULLYING POLICY

*This policy is available on the school website and upon request from the School Office.*

### Legal Status:

- Complies with Part 3, paragraph 10. Regulation 3 (2)(a) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Prepared with reference to DfE Guidance
- Having regard for the guidance set out in the DfE (*Don't Suffer in Silence booklet*)

### Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

### Related documents:

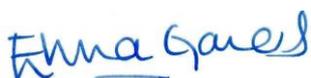
- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying Parents and Pupils Information Sheets, Anti-Bullying Code
- The School Rules, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Equality And Diversity including Equal Opportunities and Racial Harassment
- Safeguarding Policy And Procedures including Child Protection
- E-Safety Policy including ICT Acceptable Use, Personal, Social, Health, Economic Education (PSHEE) and Citizenship.

**Monitoring and Review:** This policy will be subject to continuous monitoring, refinement and audit by the Principal. The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than October 2018, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date reviewed: October 2017

Date of next review: October 2018

A handwritten signature in blue ink that reads 'Emma Gowers'.

Miss Emma Gowers  
Principal and Proprietor

**Introduction:** In The Gower School we strongly believe that children have a right to study in a safe, supportive, and secure environment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We believe that the principle means of preventing it is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a relatively small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Principal and other staff. This can be seen in the procedures of the School's Worry Procedure. However, a formal anti-bullying policy is of utmost importance. As part of our Anti-Bullying Policy we believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other. Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting The Gower School in maintaining high standards of behaviour. It is essential that school and home has consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective pupils on request and for perusal.

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in the school office during the school day. It is also provided to staff prior to their commencing duties at The Gower School. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

**The Aims and Objectives of the anti-bullying policy are:**

- to enable all members of the school community to understand what constitutes bullying, making it clear to children, staff, parents and guardians that bullying is completely unacceptable and that children and young people have the right to be protected from physical, written and oral abuse or intimidation;
- to increase the sensitivity of the school community to incidents of bullying, encouraging openness in which children, staff and guardians act immediately if there is any suspicion of bullying;
- to provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly;
- to provide counselling and help for victims of bullies and for bullies themselves;
- to create and maintain a caring, kind, non-violent and non-threatening atmosphere in the school by, *inter alia*, regular staff training to raise their awareness and through educational opportunities that arise such as PSHEE and Citizenship activities, English lessons, circle time, the involvement of guest speakers and assemblies and also by ensuring that staff treat children with respect and empathy;
- to raise awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.

**Definition of Bullying:** Bullying can be defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email.

Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police.

As part of our Behaviour Policy The Gower School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

**Bullying can be:**

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as

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the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

- *Cultural* – focusing on and/or playing off perceived cultural differences and so on.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims. Homophobic insults are not to be tolerated.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – – spreading rumours, writing or printing unkind or malicious on paper.

In addition, bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at The Gower School are expected to treat each other with a professional level of respect.

**Cyber-bullying:** The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside our school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers’ powers to search (including statutory guidance on dealing with electronic devices) is available. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the *Childnet International link* under ‘further resources’. *Preventing and tackling bullying Advice for Principals, staff and governing bodies, October 2014.*

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. To support our parents/carers in their education of online safety, the school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our e-Safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the pupils and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school’s wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to e-safety policy including ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

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**Signs of Bullying and Staff Awareness:** The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

- Unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem, a change in established habits (e.g. giving up music lessons)
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequently complaining of symptoms such as stomach pains, headaches and so on or a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- missing property, being afraid to use the internet or mobile phone, nervousness and jumpy when a cyber-message is received
- asking for extra pocket money or starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away;
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. It should always be acknowledged that on rare occasions some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given. Peer on peer abuse (bullying) will be regarded as a child protection issue if the child is at risk of significant harm.

**Within the School the following strategies and procedures apply:** We have clear procedures to follow including who to tell and how to record bullying to enable patterns to be identified. We raise awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We take action to reduce the risk of bullying at times and in places where it is most likely. We invest in specialised skills to understand the needs of the children, including those with special educational needs or disabilities, and 'lesbian, gay, bisexual and transgender' (LGB&T) pupils. Our procedures are as such that it is easy to report bullying, including cyber-bullying and bullying outside the school and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

We use educational elements such as Personal, Social, Health, Economic education (PSHEE) and citizenship alongside assemblies, projects, drama, stories, literature, with discussions of differences between people and the importance of avoiding prejudice-based language. We also, within our curriculum, use historical events, current affairs and so on, to highlight the essential anti-bullying messages and maintain awareness of potential problems, striving to prevent any form of bullying through education. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Principal knowing that their response will be sympathetic and appropriate.

The Gower School Anti-bullying Policy is dove-tailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At The Gower School we implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. If necessary strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on The Gower School to have clear policies which are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified.

**Prevention:** The Gower School uses the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, during Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with SEAL and Assembly, social stories and drawings about bullying;
- reading stories about bullying or having them read to a class or assembly, making up role-plays and
- providing emotional support to give each child the opportunity to express how they feel.

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In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT- Based Forms of Abuse (including Cyber-Bullying) Policy. Also please see our E-safety Policy.

**Methods:** We always:

- watch for early signs of distress in children;
- listen, believe and act when a child(ren) communicates that they are being bullied;
- intervene to stop the child who is bullying from harming the other child or children;
- explain to the child doing the bullying why his or her behaviour is unacceptable;
- give reassurance to the child or children who have been bullied;
- help the child who has done the bullying to recognise the impact of his or her actions and
- support the child who has done the bullying to learn alternate strategies to manage their behaviour.

Sanctions may include withdrawal from favoured activities or loss of playtimes. If bullying persists, the parents of the perpetrator and victim are called to discuss the situation separately with the Principal. In rare cases, children who consistently bully may be excluded.

**Good Practice for Staff:**

- Be continually aware, watchful and available. Promote good behaviour and encourage the care of others.
- Ensure children are appropriately supervised. Report all cases of bullying to the Principal.
- Look for patterns of behaviour, and record every instance on a bullying record sheet in the Bullying Record Folder. The record sheets are in the staff room, on the staff server and emailed to all staff. The folder is brought to every staff meeting.
- Parents' involvement and cooperation can be sought and parents of children involved will be kept informed.

The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most children at some period during their school career. The most common forms are verbal intimidation and social exclusion. All staff must be alert to the signs of bullying. These could include:

- verbal taunts, children sitting on their own and children left out of activity groups during lessons or play activities.

In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established. In serious cases these will be discussed with the Principal. The School will include Anti-Bullying training within its Continuing Professional Development (CPD) programme, so as to ensure that staff are well prepared to deal with bullying in the best way possible and to be in a position to reduce the risk of bullying happening in the first place by creating a safe and nurturing classroom ethos. Within The Gower School the following strategies apply:

- Staff, children and parents of the school are made aware that bullying is completely unacceptable and serious action will be taken when necessary. The skills of self-discipline must be learned early in life.
- Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s).
- Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Principal or other Senior Leaders knowing that their response will be sympathetic and appropriate.
- Bullying instances are reported and recorded so that patterns can be identified.
- Acknowledging the problem is vital. Bullying happens everywhere in our society, including the staff-room.
- Establishing support mechanisms to help children who are being bullied.
- Peer support schemes such as buddying, peer listening or peer mediation can create a happier, friendlier environment and offer much needed support to children who have problems.
- Has a whole school approach in which children and adults work together to create an environment where bullying is not tolerated.
- Although the School is not directly responsible for bullying off its premises, bullying doesn't end at the school gates. In line with the Department for Education (DfE) guidance our Positive Behaviour Management applies on educational visit, learning outside the classroom, where the children are in school uniform going to and from school and over relevant occasions. We work with the local community.
- Involving young people in anti-bullying work, as this is far more likely to succeed than if ideas are imposed on them. Children and young people often are aware of, and sensitive to, the best approaches to solving problems within their

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peer groups.

- The School finds ways to help those who are bullying change their behaviour in the form of sanctions and support for the bully. Punishing bullies doesn't end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.
- Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. We acknowledge and reward children who help prevent bullying.
- Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help children make friends and also encouraging and facilitating social interaction.
- Use time during PSHEE and Citizenship activities to talk about bullying and intimidation in general.
- Reinforce with pupils that bullying may take many forms: verbal, physical and non-physical etc. A useful message to share with pupils is that “words can be like weapons”.
- Assemblies held each term remind pupils and staff of the School’s policy on bullying and reinforce the message that we are a telling school and that bullying will not be tolerated.
- Three adults are on playground duty providing a high staff to pupil ratio. Any incident is recorded at the end of break in the incident/accident book.
- They return to their class and are given an opportunity to say whether they have had a good time at play time.
- Younger children are provided with a selection of picture symbols depicting a wide range of possible playground behaviours. The children can be facilitated to communicate how they feel about what has happened and it can be established as to whether there has been an incident that can be considered as bullying.

There is flexibility within the PSHEE and Citizenship curriculum for ‘Circle Time’ and ‘Structured Play’ lessons to deal with specific incidents which may be considered to be bullying that need to be dealt with. Lessons will be planned throughout the school year to promote cooperative play and appropriate behaviour.

**The Role of the Staff:** The ethos and working philosophy of The Gower School means that **all staff**, no matter what their role, actively support children to have respect for each other and for other people’s property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Class codes of conduct are apparent in all classes and support the school’s stance for RESPECT and hence commitment to anti-bullying practice. All staff:

- Take all forms of bullying seriously, and seek to prevent it from taking place.
- Need to be aware of any obvious or subtle hurtful conduct in lessons.
- To be continually vigilant, aware, watchful and available promoting good behaviour and encourage the care of others. Ensure pupils are appropriately supervised and report all cases of bullying to the Principal.
- Pay careful regard to their own supervision whilst on duty but at all times, to follow school discipline code etc.

**Staff Training:** We raise awareness with all staff, including new staff and non-teaching staff, to recognise types of bullying and signs of possible victims and to respond appropriately and report suspected cases to a member of the SMT. It is ensured that all staff understand the principles of the anti-bullying policy, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. We raise staff awareness of the times and places where bullying is most likely to occur (eg: playtimes, in changing rooms and cloakrooms, at lunches, on coach journeys, on school trips and residential visits, or where there is greater freedom for the pupils). Where appropriate we invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

**Cyber-bullying Preventative Measures:** We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy

**Procedures for dealing with reported bullying:** Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate.

- The school uses educational elements such as personal, social, health, economic education (PSHEE) and citizenship, assemblies, projects, drama, stories, literature, historical events, current affairs and so on, to highlight the essential anti-bullying messages and maintain awareness of potential problems, and also to strive to prevent any form of bullying through education.

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- The school raises staff awareness through training taking action to reduce the risk of bullying at times and in places where it is most likely.
- All disclosures, whether from a pupil, a parent or a member of staff, should be taken seriously and treated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be recorded in writing and passed to the Principal.
- Incidents will be carefully recorded. Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations.
- In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- The Principal should always be informed.

In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a child (children) by members of staff will be investigated thoroughly also.

Each child is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. All instances of suspected bullying should be carefully recorded in writing and passed to the Principal. Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.

The class teacher will always be informed and will discuss the incident with the Principal and in their absence the Senior Children's Manager or the Director of Studies. Action should then be taken with regard to each of the following:

- Reassure the victim and give advice and support for the victim is in accordance with the school's positive behaviour management policy.
- Sanctions imposed will be relative to the age of the child. The bully must understand what has been done and why the sanctions are being applied. Support for the bully is also in accordance with the school's positive behaviour management policy.
- Inform the parent of the victim, the bully and possibly others involved.
- Formally record the incident on the pupil(s) files.
- Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to children.
- Remain calm, take the incident or report seriously, discuss with the victim why it started and the history of the situation and so on. Complete an Incident form.
- Take action to diffuse the problem as quickly as possible. Think whether your action needs to be private or public.
- Make it plain to the bully/ies that you disapprove of their actions.
- Encourage the bully to see the victim's point of view.
- Secure an agreement from the bully/ies to improve their behaviour and avoid a repetition of such behaviour.
- The bully/ies should give a written undertaking to be attached to the Incident Form that they will not repeat their behaviour and sign it. The bully/ies will receive constructive support to enable them to understand the behaviour expected of all pupils with reference being made to the Code of Conduct or Golden Rules. Help and guidance will be given to the child who has bullied to understand how and why their behaviour was unacceptable and how to avoid any repetition of such behaviour in the future. The bully/ies must be reminded that they must take no retaliatory action against the victim.
- Agree a review date with the victim and add this to the Incident form, pass a copy of the form to the Principal.
- Continue to monitor the well-being of the victim and the behaviour of the bully. Meet the victim on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Principal if the bullying has continued. The Principal will then take appropriate action.

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- It should always be acknowledged that on rare occasions some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The School Behaviour Policy is central to the school's stance against bullying.

In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the Advisory Board if necessary. Accusations of bullying of a child (children) by members of staff will also be thoroughly investigated.

**Classroom Management:** Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each child, on praise and reward rather than punishment with the skills of self-discipline must be learned early in life. All children will know that their teacher is the person to whom they can talk in confidence. Children will be given the opportunity in class to discuss bullying and how to deal with it. They must know that they can and must 'tell'. Children will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must **always be taken seriously.**

**Playground Management:** The teacher on duty and playground supervisors should be patrolling the playground areas and constantly monitoring the behaviour of children. In the case of minor misbehaviour – a child will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

**Bullying which occurs outside school premises:** Staff at The Gower School have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, at the local parks, or at off site sports facilities. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

**Remember we are a *'TELLING SCHOOL'*. Bullying in any form will not be tolerated.**