

Gateways School; Anti-bullying Policy

Rationale:

Gateways seeks to create a caring, learning environment free from disruption, violence, bullying, including homophobic abuse, or any form of harassment. Pupils are encouraged to have respect for others and to believe that any kind of bullying, including being the onlooker or bystander, is totally unacceptable. No-one should feel threatened or intimidated or uncomfortable.

Purposes:

1. To prevent bullying and to promote equality of opportunity for all, including disability related harassment; this is in compliance with DCSF Guidance on prevention of bullying which is included in 'Safe to Learn-Embedding anti-bullying work in schools.'
2. To define bullying as behaviour by an individual or group usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury, damage to property, rumour spreading, shunning or ridicule. It can be done through mobile phones, social websites, text messages, photographs and email (cyberbullying). The circumstances may make it difficult for those being bullied to defend themselves

Specific definitions include;

Cyber bullying: an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.

Homophobic bullying: bullying motivated by a prejudice against lesbian, gay or bisexual people.

Sexual bullying: name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Disability bullying; bullying causing the disabled pupil to do something they should not, or deliberately engineering their discomfort or isolation. Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racial bullying: a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

There are three main types of bullying:

- Physical; hitting, kicking, punching, sexual assault, threatening behaviour, taking or hiding belongings, graffiti.
 - Verbal; name calling, teasing, insulting, writing unkind notes, including text messages, photographs, e-mails and chat room conversations.
 - Emotional; being unfriendly, excluding, tormenting, spreading rumours, looks, attitude (body language)
- 3 To be aware of the seriousness of bullying in causing psychological damage and even suicide.
 4. To raise the awareness of staff through training in CPD and pastoral meetings.
 5. To be aware of indicators of bullying. Pupils who are being bullied may:
 - show changes in behaviour
 - show changes in their work patterns
 - lack concentration
 - avoid certain situations; e.g. lunch
 - become nervous; cling to adults
 - display deterioration in the standard of work they produce
 - feign illness
 - be reluctant to come to school; truant from school
 6. To ensure the protection of any pupil, especially when feeling vulnerable, by listening and responding to all alleged incidences. The criterion of what does or does not amount to bullying is not judged solely by the perception of the victim; it involves an objective assessment of the observed behaviour, taken in conjunction with any apparent vulnerabilities in the target of the behaviour. The Headmistress will confirm if an incident is 'bullying' after thorough investigation by the Pastoral Heads or Head of Preparatory School
 - 7 To guide the aggressor towards appropriate behaviour and responses by pursuing the school's discipline policy which promotes good behaviour and outlines rewards and sanctions.
 - 8 To make clear to pupils and staff the procedures to follow; who to tell and how to record bullying.
 - 9 To take action to reduce the risk of bullying at times and in places where it is most likely as outlined in the anti-bullying procedures

Guidelines:

- The school curriculum will support the policy; e.g. PSHE programmes, including lessons, assemblies, themed weeks, projects, drama, stories, literature, historical events, current affairs etc. and CPD.
- Pastoral Teams, Pastoral Heads and Preparatory staff will discuss pupils and incidents regularly to ensure vigilance.
- Staff will be alert. Incidents and pupil behaviour will be considered carefully so that bullying is identified as promptly as possible. Misconduct of pupils when not in school may also result in disciplinary measures.
- Consistent procedures will be followed which show sensitivity and time to listen, respond, negotiate and enquire about progress.
- Sanctions in response to bullying are outlined in anti-bullying procedures; strong sanctions, such as exclusion may be necessary in cases of severe and persistent bullying.

Conclusion:

This policy should be viewed in conjunction with the school's ICT, Internet Acceptable Use, Inclusion, Race Equality and Discipline and Exclusion policies as well as Safeguarding Children. It embraces the school's intent in caring for and respecting each individual; bullying, harassment, victimisation and discrimination are not tolerated. Our pupils and their parents are treated fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. The Deputy Headmistress, with responsibility for Pastoral Care, updates this policy annually; the review benefits from evaluation by the School Council, governors and staff. It is published on the school website so that parents can also contribute their comments.

This policy and its procedures is whole school and includes out of school care.