

Gosberton House Academy

Anti-Bullying Policy

2024-2025



Aim

The aim of this policy is to set out our approach to bullying at Gosberton House Academy. Families, children and staff should feel reassured that at Gosberton House Academy, children are explicitly taught social skills, friendship skills and 'getting along' skills through PSHE lessons, role modelling and having consistently high expectations. On the very rare occasions that bullying occurs, parents/carers and the children involved will be communicated with and supported by academy staff to find a resolution and repair the damage or hurt that has happened.

Definitions and Examples

Bullying is defined by the Anti-Bullying Alliance as 'the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'. Bullying is: deliberately hurtful, repeated, often over a period of time, difficult to defend.

Bullying can be a result of prejudice against particular groups (eg race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Prejudice-related bullying is derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. The language and behaviour involved is usually aimed to denote something or someone as inferior.

Bullying may take the form of name calling, taunting, hitting, kicking, spreading rumours or taking belongings. Bullying can also occur online; this is known as cyber-bullying and can take the form of sending unkind messages, pictures or videos over text, email or via social media.

We recognise that at times, situations may occur between children that require intervention or support from familiar members of staff, but are not bullying. We might refer to these as 'friendship difficulties' or 'falling out'. They usually, but not always, are resolved using our pro-active approach to supporting communication, behaviour and sensory regulation.

Our approach

At Gosberton House Academy, bullying is not tolerated and should **never** be ignored. We take a preventative approach whilst acknowledging that on very rare occasions bullying may occur.

Prevention:

- GHA is pro-active in its approach to preventing bullying; we work within the Gold Standard of UNICEF, use the language of 'signs of safety' and use consistent language of 'kind hands, kind feet and kind words', as well as a comprehensive PSHE curriculum (Jigsaw is being embedded throughout the school) at an ability-appropriate level that reinforces the importance of being kind and making helpful choices.
- Children are reminded regularly to 'tell teachers if there is a problem' – thereby allowing staff to support before bullying occurs.
- Close working relationships with families to ensure that we can identify changes or behaviours that may cause concern, before bullying occurs.
- Staff and governors are required to read Keeping Children Safe in Education.
- A strong focus on Spiritual, Moral, Social and Cultural education (through, for example Children's University), celebrating diversity, developing an understanding of the world and British Values.
- All children at Gosberton House Academy have an EHCP. They have complex needs and as such any response to bullying will be in accordance with their level of understanding, delivered in a way that is suitable to their preferred method of learning and communication.

Resolution:

- Bullying will be taken seriously and managed in accordance with this policy by a class teacher or member of the Senior Leadership Team.
- Parents/carers will be informed by the child's teacher via telephone or face to face.
- Every instance needs to be addressed in accordance with this policy, GHA's Behaviour Policy and as appropriate to the level of understanding of the children involved.
- If suitable, the child/ren involved will be supported to take responsibility for their actions, apologising and agreeing to stop/change the behaviour causing concern.
- Ongoing support for the child or group who have been the subject of the bullying will be provided on a bespoke level. This may be from their class staff or the Wellbeing Lead.
- We acknowledge that displaying bullying behaviour is usually indicative of an unmet need and we will support the child/ren concerned to manage any feelings and ensure the behaviour is not repeated.

- In cases of bullying, GHA staff will consider whether there may be safeguarding concerns and if so will refer to our Safeguarding Policy.

Monitoring:

- All instances of bullying must be recorded on CPOMS to allow them to be monitored to ensure our response is swift if there is any indication that an individual or group is being targeted
- Incidents will be reported to the Governing Body.
- Children, families and staff can report incidents of bullying by speaking to their child's class teacher, or any member of GHA staff.
- If bullying occurs offsite GHA staff will support the children involved to repair, reflect and make amends.

Cyber-bullying

- Learners are supported to develop ability-appropriate e-literacy so that they are able to keep themselves safe online and report cyber-bullying. This may include opportunities for repetition and overlearning.
- If bullying occurs online (whilst the child is offsite), GHA staff will support the children involved to repair, reflect and make amends.
- Gosberton House Academy provides opportunities and information to support parents/carers to learn about online safety and how to implement and manage this at home.
- GHA welcomes opportunities to work with external providers to support our children, such as the Stay Safe Partnership.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Gosberton House Academy recognises that AI has many uses to help children learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Gosberton House Academy will treat any use of AI to bully children in line with our Anti-Bullying, Behaviour and Online Safety policies.

Responsibilities

It is the responsibility of:

- The Principal, to ensure that this policy is communicated to all stakeholders within the academy community.
- The Governors, to take a lead role in monitoring and reviewing this policy.
- All staff to support, uphold and implement this policy.
- Parents/carers to work in partnership with the academy to support their children.
- Academy staff to ensure that children know this policy at a level appropriate to their understanding.

Complaints Policy

In the case of an unresolved or disputed issue, please follow the academy's Complaints Policy.

This policy should be read alongside the following policies:

- Positive Behaviour Policy
- Online Safety Policy
- Equal Opportunities Policy
- Suspensions and Exclusions Policy
- Safeguarding Policy

Policy written by Katharine Saywell
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