GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

Accessibility to premises

To continue to ensure that the school building and grounds are accessible to the community, pupils, staff, governors, parents and community members.

ANTI-BULLYING POLICY

Date of original policy	June 2016
Review date and SLT initial	Jan 2023 AW &EM
Next review date	30/11/26
Date approved and signed in governing body meeting (if Applicable)	7/2/2023
Signed Chair of Governors Pat Adams	Signed Head teacher Cindy O'Sullivan

Gosden House School Anti-Bullying Policy

"At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we believe all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future."

Anti-Bullying Aims

- To ensure that our school is a calm, happy and safe community for all.
- To recognise that everyone is a part of our school community and that no one should be made to feel sad or excluded.
- To encourage a "talking school" where children are given a safe space to discuss issues that worry them, including bullying.
- To raise awareness of the impact of bullying on mental health.
- To understand the different roles of bullying as a group behaviour and identify how we support these individuals.
- To work closely with parents and keep them informed of actions and outcomes when matters are raised.
- To recognise that our children are more at risk of bullying and put in place procedures and support to prevent this, thereby building their resilience for the future.

What is bullying?

As defined by the Anti-Bullying Alliance (ABA) – bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power". It can happen face-to-face or through cyberspace.

There are different types of bullying behaviours:

- Physical aggression such as hitting, kicking, taking or damaging possessions.
- Verbal aggression such as name-calling, threatening comments, insults, teasing, or sending notes.
- Indirect social exclusion such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Bullying includes any manipulative behaviour that affects another child's emotions. It is a **purposeful** action to hurt, upset or exclude another child/ group of children. When this happens **several times on purpose**, the actions become of a bullying nature.

Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues.

What is bullying?	When is it bullying	Bullying is NOT
A bully is someone who hurts another person by using behaviour meant to hurt, frighten or upset them. Bullying takes place when a behaviour is repeated frequently, and targeted at an individual. Bullying can be: **Emotional**: hurting people's feelings through manipulation or negative comments **Physical**: punching, kicking, spitting, hitting or pushing **Verbal**: teasing, name-calling **Cyber**: saying and sending unkind things by text, email, online **Racist**: calling someone names because of skin colour or ethnic background	It is bullying when it takes place: Several Times On Purpose It must 	When someone says or does something hurtful and they do it once. This might be *rude* but it is not bullying.

Different Types of Bullying

Types of Bullying	What it looks like in school	How we aim to prevent this	How we deal with this
Homophobic, biphobic, transgender	**Comments:** *"you're gay"* *"you love her – you're a lesbian"*	• The school curriculum promotes a balance of gender role models • Using famous people as role models and discussing their accomplishments • Posters showing different family makeups	• Incidents logged • Children individually addressed by class teacher • Issues addressed in PSHE/Class discussion • Parents informed
Gender	**Comments:** *"You run like a girl"* *"man up"* • Children leaving others out because they are a boy/girl	• The school curriculum promotes a balance of gender role models • No assumptions that only boys are physically strong – girls are used to help carry items • Boys encouraged to show emotions and play with a range of toys	• Children individually addressed by class teacher • Issues addressed in PSHE/Class discussion
Race and faith	• Refusing to play with a child of a different religion • Name calling • Forcing individual beliefs onto others and making them feel bad	• School ethos and values celebrates differences and accepts all • Teaching children of all faiths and religions and developing community spirit • Recognising and celebrating with others during religious festivals • Assemblies, school curriculum	• Parents are informed of any derogatory comments made regarding race and faith – victims and perpetrator • We will be actively curious to understand the source of views held • Incidents are logged on CPOMS
Special educational	Excluding children from play	PSHE lesson and curriculum	Individuals and parents spoken to

needs and disabilities	Name calling Using disablist language	No visible/ public displays which indicate children's achievements/ targets Mixed ability groupings Acceptance of others' differences and building of empathy	Children given the opportunity to "make it right" Incidents logged on CPOMS

It is the responsibility of staff to intervene when any incidents of bullying are reported, or observed.

Through our relational support and curriculum delivery we will:
- Foster our pupils' self-esteem, self-respect and respect for others.
- Demonstrate, by example, the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes so every pupil learns about the damage bullying causes and the importance of telling a trusted adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to pupils who have been bullied, take what they say seriously and act to support and protect them.
- Immediately report (on the day) suspected/ observed cases of bullying on CPOMS to one of the Designated Safeguarding Lead (DSL's).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on any action taken.
- Use restorative approaches across the school, including activities designed to improve the social skills of all, through appropriately working with others.
- Ensure prompt arrival for start of lessons or duties to avoid pupils being unsupervised.
- Be aware of the hotspots in the environment – places and spaces.
- Be aware that pupils are at risk of being bullied during unstructured times, eg Transition between lessons
    - Break times
    - Lunch
    - Clubs
    - School trips
    - Other off timetable activities

We support our pupils to:
- Understand the complex dynamics involved in incidents of bullying
- Report to staff if they are concerned or have witnessed suspected bullying
- Sign and agree to our Anti Bullying Charter

Primary School Anti Bullying Charter

Our School's Anti – Bullying Charter

This is the charter that the Anti-Bullying Champions have put together to inform you about what we do at Gosden House School.

We fill Buckets at Gosden House School.

We come here to learn and care for others.

We will be kind.

If we see a bully we will teach them how to fill buckets.

We are all different but we still need to fill everybody's bucket even if they wear green socks.

We agree to try our best to make our school a happy and safe place to be.

Name_____

Secondary School Anti-Bullying Charter:

We will...

GOSDEN HOUSE SCHOOL · GOSDEN HOUSE SCHOOL · GOSDEN HOUSE SCHOOL

- Fill buckets
- Take care of people who are hurt
- Help people who need support
- Respect each other's property
- Be trustworthy
- Express ourselves in the best way possible
- Find a way to compromise
- Look after others who are feeling bad
- Be a positive person
- Work as a team
- Try and make people laugh
- Respect others when we have an empty bucket
- Be honest (tell the truth)
- Ask other is they are OK if they look upset

BE HELPful To EVeryone

Our Anti-Bullying Charter

BE RESPECTFUL
Kind
be trustworthy
Respect Peoples religions.
Respect Peoples Opians.
Team work
Caring to every one

BE KIND

BE HONESt

Parents & Carers

We ask our parents/ carers to support their children and the school by:

- Monitoring their child's online and mobile activity
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying immediately to their class teacher or other member of staff
- Advising their children not to retaliate violently to any form of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Informing the school of any suspected bullying regardless of their child's role.

School Process for Dealing with Bullying

As a school, we will protect all students' right to feel safe, embrace new challenges, flourish, and develop life skills. This is achieved through a restorative and relational approach.

During 2023, we are in the process of developing a 3 Step Plan based on the Anti Bullying Alliance framework:

Bullying can have a long lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying.

Research undertaken in Finland by **Christina Salmivalli (1996)** gives us a greater understanding of the roles involved in bullying. It shows that the traditional view of bullying where there is a "victim" and a "bully" is much more complicated.

The information below has been adapted from that research and we believe it can help develop our strategy and navigate the group dynamic.

The **Outsider** ignores or doesn't see the bullying and doesn't want to get involved

The **Targe**t is the person at whom the bullying is aimed at

The **Ringleader** initiates and leads the bullying

The **Reinforcer** supports the bullying might laugh or encourage what's going on but doesn't "do" it.

OUTSIDER

TARGET

RINGLEADER

REINFORCER

The **Defender** stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult in school

DEFENDER

ASSISTANT

The **Assistant** is actively involved in "doing" the bullying, but does not lead it.

Roles in school are continuously shifting. A person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

Bullying is seen to be a group phenomenon. Others can have a significant influence on the outcomes of behaviours in school either intentionally or otherwise. By utilising these roles and encouraging other options such as 'not laughing along' or 'checking in' after the incident to say that you will help a target to report, you can have a positive effect on bullying incidents

Using the Anti-Bullying Alliance framework, we aim to develop a consistent, reflective and more effective approach to responding to bullying incidents.

Step 1 – Safety of those directly involved

    A. Are all pupils involved safe?
    B. Is anyone's physical health or wellbeing at risk?
    C. Have you needed to use the child protection policy?
    D. Do we need to access any outside support? E.g. NHS, Police
    E. Have we recorded the incidents on CPOMS?
    F. Have the pupil/s being bullied been told that you are taking it seriously, it is not their fault and they don't have to put up with bullying?
    G. Have we asked the pupil/s being bullied how they are feeling and how they think it can be resolved?
    H. Have we informed the pupil/s being bullied what we will do next?

Step 2 – Preventing the bullying from reoccurring

The next step is about working with the group of individuals involved to prevent the bullying from reoccurring. Bullying is a group behaviour. It rarely happens between two individuals in isolation. Therefore, it is important to consider the wider peer group at this stage.

A. We will meet with all involved to understand their roles in the incident/s
B. We will explore what they could do to prevent further incidents
C. We will be clear what steps are being taken with those involved
D. We will contact parents/ carers to explain the concerns
E. Together we will develop a strategy with the target to ensure they are happy with the agreed way forward
F. We will seek agreement from those involved about the way forward. Sometimes this could be done with a signed agreement by those involved or simply a conversation but it is important to record this agreement.
G. We will regularly check in with the target/s. Do they have a discreet way to report about how they are feeling at school regularly?
H. Our response is aimed at changing the behaviour of the group to promote future wellbeing.

Step 3 – School learning and reflection

This is an important step.   It allows us to reflect upon our school practice to ascertain if there is anything we can do to prevent a similar situation in the future. Steps 2 and 3 can and should happen concurrently. You do not have to wait to "fix" the issues amongst the group before you implement the learning and reflection step.

Key Questions:

A. **What has this incident taught us?**
B. **Does this reveal any issues in school?** E.g., do you have an issue with language in school or an area within the school, which needs more adult supervision?

   - Do staff need any training? Remember to think across the whole staff team.
   - Do you need to refresh your school policy and procedures? Have you identified any gaps?
   - Do parents have a good understanding of what bullying is and isn't. Do they know the school approach to anti-bullying?

C. What actions do we need to take to further develop and embed this approach?

<u>Health & Safety</u>

Maintaining the health and safety of everyone throughout the school is the priority. Normal health and safety guidelines are observed but where specific threats or dangers arise from bullying incident or potential incidents it is expected that a specific risk assessment will be undertaken relating to a threat.

<u>Links to other policies</u>

This policy should be read in conjunction with other school policies including:
- Behaviour Relational Support
- Child Protection and Safeguarding Policy
- Staff Code of Conduct Policy
- Complaints Policy
- Equal Opportunities Statement
- Online and Digital Safety Policy
- Health and Safety Policy
- Record Keeping Policy

This policy will be reviewed annually and updated every three years