



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Louise Munz, Kate Wilkinson and Nancy Kirby

ANTI-BULLYING POLICY

This policy was reviewed: Autumn 2022

This policy will be reviewed: Autumn 2023

This policy will be reviewed by: The Safeguarding Committee

Godalming Junior is a UNICEF Rights Respecting School ensuring access, education and adherence to the UN Convention of the Rights of a Child.

“Every child has a right to an education” - Article 28

“Every child has a right to be happy” - Article 31

“Every child has a right to feel safe” - Article 19

This stresses a non-punitive response to bullying and throughout the process there is the positive belief that the young people involved are not 'bad' and are capable of kind behaviour. This policy is aligned to the Anti Bullying Alliance principles. The policy is also drawn up aligned with the school Behaviour Policy using restorative strategies to find solutions. The school Anti Bullying Policy also refers to bullying behaviours which take place in and out of school IF the school is the common feature of relationships between the children in question at the centre of any bullying incident

GJS BULLYING DEFINITION

“Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe”.

For behaviour to be considered bullying, it must have three elements:

1. It must be **intended** to cause harm
2. It must be **repetitive**
3. A **power imbalance** exists between the bully and the victim

Bullies can use their bodies (physical), mouths (verbal), electronics (cyber) and relationships (social) to harm others. All bullying incidents are logged and reported to SLT.

The adult dealing with the issues meets with the pupil first and takes account of his or her distress and upset to a group of peers including the bullying pupil(s), any colluders and bystanders. The steps outlined below are followed and each pupil suggests a way in which they will change their behaviour in the future.

THE ‘NO-BLAME’ APPROACH

1. Take an account of the bullied and **REALLY LISTEN**. The circumstances of bullying are not especially important but the effects are. Note down the Feelings and allow the bullied to express these at length. Pictures and writing may be helpful strategies.

- I understand that things aren't going too well for you at the moment and I wanted us to have an opportunity to talk about how you are feeling.

- Do you want to tell me more?
 - What are your feelings about this?
 - How are you feeling about all this?
 - I can understand how angry you must be.
 - How are you coping?
 - Is there anything else you'd like to say?
 - I know it's been difficult for you to share that with me and I'm really pleased that you have been able to.
2. The next step is to convene a meeting with the ringleader(s), about 6-8 in a group at the most. One or two of these should be the chief instigators and the others should include observers or those who collude by failing to intervene. The potential roles within bullying scenarios can be:
- > **Target - or victim**
 - > **Ringleader - or perpetrator**
 - > **Reinforcer - supporting the ringleader**
 - > **Defender - supporting the target**
 - > **Assistant - further support for either target or ringleader, mainly ringleader**
 - > **Bystander - those who may 'see' or have knowledge of incidents but do not act**
3. Explain to the group that there is a problem for 'Jo' and recount their story so that their distress is described.
- *I've asked to meet with you all because I'm particularly concerned about Jo. From what I understand of the situation, Jo is feeling really upset. They are afraid of going into the playground.*
4. The important thing to remember is NOT TO ATTRIBUTE BLAME but to state that members of the group are responsible and can do something about it.
- *I know that members of this group are responsible for some of what Jo is feeling and I also know that you can do something about it. I want us to find ways of making things better for Jo.*
5. The next step is to ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas and LEAVE IT THERE. It's really important not to go on to extract a promise of improved behaviour.
- *I wonder if you can think of some strategies to help solve this situation.*
 - *Feels like a hard thing to have said. I'm really pleased that you've been brave enough to share this.*

Once strategies are out I'm wondering how you can do that?

6. This step needs to end by arranging a meeting with each group member individually in about a week to find out how things are going.

- *I'm really pleased with the way you have all worked through this situation and all the ideas that you have come up with. What I'd like to do is to meet with each of you individually in about a week to find out how things are going.*

7. Throughout this process your belief that the young people involved are not 'bad' and are capable of kind behaviour and can help others needs to be conveyed.

Godalming Junior School takes proactive steps by enlisting Anti Bullying Stars from each year group as 'first ports of call' when observing bullying behaviours in others which are immediately passed on to adults. They also feedback to adults when children have been seen to overcome differences and play nicely. This is an attempt to celebrate the best behaviour rather than 'waiting' for bullying incidents to happen.

AB Stars Break Time Award also rewards classes who demonstrate positive examples of behaviour at break and lunch times. Adults on duty are ones responsible for identifying classes in this preventative measure.

AB Stars are also encouraged to inform adults on duty if there are any concerns they have with individuals or groups who seem to be disrupting games or displaying aggressive behaviour at break and lunchtimes. It may transpire that a meeting by an adult in the school needs to ascertain the reasons behind these behaviours.

