



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, Jonathan Poole or Karen Sutton

ANTI-BULLYING POLICY

This policy was reviewed: Autumn 2020

This policy will be reviewed: Autumn 2021

This policy will be reviewed by: The Safeguarding Committee

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.

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

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 perpetrator(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.
3. Explain to the group that there is a problem for Jo and recount her story so that her 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. She is 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.