



Anti-Bullying Policy

November 2025

Approved by the Governing Body Strategy Group 06/11/25

**This Policy is due for renewal in Term 2
2026–27**

ANTI-BULLYING POLICY

OF

GODINTON PRIMARY SCHOOL

The word parent in this policy refers to parents and carers.

Nominated Member of the Senior Management Team Responsible for the Policy – Jill Talbot (Headteacher)

Designated Safeguarding Lead – Jill Talbot (Headteacher)

Named Governor with Responsibility – Rachael Dray

SECTION ONE – INTRODUCTION

1.1 Godinton Primary School champions the right of every child to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe.

This policy outlines what Godinton Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

1.2 We acknowledge that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual and that all members of the school community are expected to be aware of the impact that bullying has on children and the need to prevent and respond to bullying effectively.

1.3 Our school community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with **SEND**. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.

- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents / carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

SECTION TWO – DEPARTMENT FOR EDUCATION (DfE) GUIDANCE

2.1 This policy has been informed by DfE guidance ‘Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies’(July 2017) and supporting documents ‘ Supporting children and young people who are bullied: advice for schools’, ‘Cyberbullying: advice for headteachers and school staff’ and Children’s ‘Cyberbullying: Understanding, Preventing and Responding – Guidance for Schools’ . It also takes into account the DfE statutory guidance ‘Keeping Children Safe in Education’ (2025) which provides detail of issues such as peer on peer abuse.

The DfE has published an information pack entitled “Don’t Suffer in Silence” which, as well as providing guidance, makes clear its expectations in relation to schools’ response to the problem of bullying. This message is repeated in the DfE document “Working Together to Safeguard Children” which states “All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies”.

2.2 Further information about bullying of pupils by school staff can be obtained from the Children’s Safeguards Service. This policy has also been informed by the latest Kent Anti Bullying Policy template (September 2019).

SECTION THREE – AIMS AND OBJECTIVES

3.1 The key aims of this policy are:

- That children and young people are protected from harm and from all instances of bullying
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society
- That all reasonable steps are taken by the school to prevent, identify and respond to instances of bullying

3.2 At Godinton Primary School we have a commitment to:

- Reducing bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- Closely linking approaches to anti-bullying work within the school ethos and philosophy
- Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, PSHE and online safety policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying
- Provide systematic opportunities to develop children's emotional skills including their resilience.
- Provide suitable training for staff
- Use appropriate techniques to resolve issues between those who bully and those who have been bullied.

SECTION FOUR – DEFINITIONS OF BULLYING

4.1 The Nature of Bullying

Godinton Primary School upholds the definition of bullying as defined by The Department for Education (DFE) guidance.

Bullying can be defined as “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, July 2017)

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent are investigated in line with guidance contained in both the Behaviour and Discipline policy and this Anti-Bullying policy in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DFE Guidance 10/99 Social Inclusion: Pupil Support advises that

“Bullying is usually part of a pattern of behaviour rather than an isolated incident”.

4.2 Forms of Bullying

4.2.1 It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same inappropriate and harmful behaviours expressed online, sometimes called online bullying or cyber bullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, Instant Messenger, through gaming or other websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

4.2.2 Increasingly cyberbullying is an issue for schools to address. The issues connected with this are addressed through the school's Online Safety Policy. Children learn about the implications of different forms of cyber-bullying such as sending unpleasant text messages or emails. The wider search powers included in the Education Act 2011, give teachers stronger powers to tackle cyberbullying by providing specific power to search for inappropriate files on electronic devices including mobile phones. Separate guidance on this is available from the DfE.

SECTION FIVE – WHO IS BULLIED?

5.1 All children are potential victims of bullying. This policy covers all types of bullying including bullying related to:

- Physical appearance
- Young carers, children in care of other home related circumstance
- Physical / mental health conditions
- Race, religion, faith and belief and for those without faith
- Ethnicity, nationality or culture,
- SEND (Special Educational Needs or Disability)
- Sexual orientation (homophobic / biphobic bullying).
- Gender based bullying, including transphobic bullying.

It can be:

- Physical bullying
- Emotional bullying
- Sexual bullying
- Predjudicial bullying (against people / pupils with protected characteristics)
- Bullying via technology

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying

behaviour, or to report their experiences to those who may be able to help them.

- 5.2** All pupils have a right to feel safe within our school environment. Godinton Primary School is aware of the vulnerable groups which exist within our school which could also potentially be victims of bullying. Our equal opportunities policy reinforces how our school is pro-active in working to minimise bullying in all groups within our school community.

We believe that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

- 5.3** A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. This group of children includes virtually all children who are 'Children in Care (CIC)' in Kent.

- 5.4** All staff within the school and volunteer helpers are made aware of the named Designated Safeguarding Lead (Jillian Talbot – Headteacher), and how they implement safeguarding procedures, including those relating to reporting concerns about children involved in bullying.

5.4.1 Children in Care (Formerly Looked After Children)

We are proactive in addressing the bullying of Children in Care. We have a named Designated Teacher to promote the well-being and achievement of Children in Care; this is Sarah Stein (Assistant Headteacher / Inclusion). All staff within our school know the name of this person, and report any concerns of bullying to them. The Designated Teacher is likely to need to liaise with others involved in the care of the child, and seek to promote a change.

All Children in Care have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Children in Care who is experiencing bullying.

Children in Care are the subject of statutory reviews at regular intervals (Social services led) which specifically asks questions about their care and school experiences, including bullying. The school, in liaison with the parent, foster carer, social worker and the child/young person should pursue any concerns raised during this meeting.

5.5 Racist Bullying

Racist bullying is unacceptable, and in some instances criminal. Under the Race Relations

(Amendment) Act 2000 we have a Management of Racial Incidents Policy, which promotes race equality and which outlines our processes for recording and reporting racial incidents both internally and on the KCC portal for the purposes of Local Authority monitoring.

SECTION SIX – PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING IN SCHOOL

6.1 Preventing Bullying

Bullying of any kind is not tolerated within our school. Godinton Primary recognises that all forms of bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

6.1.1 Environment

By creating a climate of mutual respect we can aim to prevent incidents of bullying. In order to eliminate bullying at Godinton Primary School, we implement the following as whole school practice:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support if required.
- Openly discuss differences between people that could motivate bullying such as children with different family situations such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

6.1.2 Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is not acceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- The school has a policy for the Management of Assaults on staff which should be read in conjunction with this policy.

6.1.2 Education and Training

The whole school community will:

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Consider a range of opportunities and approaches for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the Mini Management Team.
- Collaborate with other local educational settings as appropriate and during key times of the year, for example during transition.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

6.2 Responding to Bullying

When incidents of pupil bullying are ascertained the Headteacher will decide upon the appropriate course of action to take. The school's behaviour and discipline policy outlines the sanctions implemented for inappropriate behaviour and the stepped response taken by the school. The appropriate stage of the disciplinary process implemented will depend on the severity and nature of the bullying incident. The behaviour and discipline policy should be read in conjunction with this policy.

The following steps may be taken when dealing with incidents of bullying reported to the

school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

6.3 Responding to Cyberbullying

The school has a separate policy for online safety which should be read in conjunction with this policy.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;

- identifying and interviewing possible witnesses;
- contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy as informed by the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance which ensures that the school's powers are used proportionately and lawfully.
 - requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

6.4 Supporting Pupils

Pupils who have been bullied may be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents and carers to help change the attitude and behaviour of the child

- Providing appropriate education and support regarding their behaviour or actions
- Sanctioning in line with the school's behaviour and discipline policy.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at school systems and contacting the service provider and the police if necessary. The school will work with parents when cyberbullying is taking place outside of school via sites not approved by the school e.g. Facebook.

If content posted online is offensive or inappropriate and the person or people responsible are known, then the school will request that it is removed. The school will work with site providers and parents on this matter.

Parents will be offered the opportunity to discuss events with school staff who will offer reassurance and support as appropriate. The school will aim to make parents feel confident that their concerns are being dealt with seriously.

6.5 Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to

establish the concern.

- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

The school uses the specific guidance available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

SECTION SEVEN – BULLYING INCIDENTS WHICH OCCUR OUTSIDE OF SCHOOL

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. This also includes cyberbullying.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff.'

SECTION EIGHT – INVOLVEMENT OF PUPILS

At Godinton Primary we:

- Ensure children know how to express worries and anxieties about bullying.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Look for opportunities to canvas children and young people's views on the extent and nature of bullying e.g through the Mini Management Team and during STAR weeks.
- Involve children in anti-bullying campaigns and activities in school and embedded message in the wider school curriculum.
- Publicise the details of internal support as well as external helplines and websites.
- Utilise pupil voice in providing pupil led education and support.

- Training for Playground Buddies includes understanding what bullying is and how this should be reported.
- Involve children in decision making to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

SECTION NINE – LIAISON WITH PARENTS AND CARERS

At Godinton Primary we:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Encourage involvement of the Family Liaison Officer where appropriate

SECTION TEN – ROLES AND RESPONSIBILITIES

It is the responsibility of:

- The Headteacher to communicate the policy to the school community to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the Senior Leadership Team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to support, uphold and implement this policy accordingly.
- Pupils to abide by the policy.
- Parents and carers to support their children and work in partnership with the school.

10.1 The Role of Governors

10.1.1 The Governing Body supports the Headteacher and the school community in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying taking place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

10.1.2 The Governing Body monitors the incidents of bullying that occur, and reviews the

effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. This are reported officially to the Governing Body.

10.1.3 The named Anti-Bullying Governor is Rachael Dray.

10.2 The Role of the Headteacher

10.2.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

10.2.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher will oversee the implementation of the behaviour and discipline policy that outlines sanctions for bullying and other incidents of unacceptable behaviour.

10.2.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

10.2.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely.

10.2.5 The Headteacher will take seriously all allegations of bullying made by parents/carers, will investigate thoroughly and will communicate findings to parents / carers.

10.2.6 The Headteacher keeps a log of incidents of unacceptable behaviour that has taken place in school, including any incidents of bullying.

10.3 The Role of the Teacher

10.3.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

10.3.2 If teachers witness an act of bullying or become aware of an issue this is reported to the Headteacher or Assistant Headteachers. Records are kept by agreed individuals if incidents of bullying have been ascertained.

10.3.3 Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers also help to develop the resilience, self-esteem and confidence of children.

10.4 The Role of Pupils

10.4.1 Children's views on bullying are important in the development of this policy. The views of children are ascertained individually, through discussions with their class teachers or with the school Governors and through the Mini Management Team.

10.4.2 The children participate in activities to promote anti-bullying awareness such as our STAR week that focuses on 'Speaking Out and Staying Safe'.

10.4.3 We believe that all our children:

- Have the right to attend school
- Have the right not to be afraid
- Should all feel happy and safe at school
- Should all be able to trust the staff to act on their behalf
- Should know the school's code of conduct about bullying
- Should be respected by other pupils and staff

SECTION ELEVEN – LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES AND WITH LEGISLATION

11. 1 This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation
- Management of Assaults on Staff
- Racial Incident Management
- Equality, Diversity and Inclusion

11. 2 Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to)

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986

SECTION TWELVE – SUPPORT AVAILABLE

Further support can be accessed for staff, pupils and parents.

Please see Appendix A for useful websites where further information may be obtained.

Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) KPPS' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on 03000 41 3000.

Posters advertising various anti-bullying and other children's charities (e.g. NSPCC) are displayed around school.

SECTION THIRTEEN – SECTION SEVEN – CHILDREN IN CARE (Previously known as Looked After Children)

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) achieve the highest standards they can and all aspect of the anti – bullying policy will be applied to CiC. To this end, staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The school uses the Kent devised Personal Education Plan as a means of monitoring the progress of Children in Care as well as internal assessment and data analysis.

SECTION FOURTEEN – MONITORING AND REVIEW

13.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

13.2 We will review this Policy annually as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE, the Anti-Bullying Alliance and The Kent Safeguarding Children Board to inform our action planning to prevent and tackle bullying.

13.3 This policy should be read in conjunction with the school's policies on Child protection, behaviour and discipline, racial equality and equal opportunities.

SECTION FIFTEEN – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all

members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

APPENDIX A

Websites offering useful support and information regarding bullying:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbta.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying