

The Gatwick School Anti-Bullying Policy

Key Document Details			
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1. Introduction

The Gatwick School is an all-through (4 – 16) school in which young people grow both academically and socially, we consider ourselves as two small schools and one big family. We aim to foster a healthy and safe community where individuals take responsibility for their Chances, Choices and Culture. We demonstrate respect for others, emphasising the importance of positive relationships amongst all members of the school community.

As a Rights Respecting School our commitment to a safe and inclusive learning environment extends to incorporating principles from The Diana Award for Anti-Bullying, the Jigsaw PSHE curriculum and the Aurora Wellbeing PSHE curriculum. This allows us to further enhance our comprehensive approach to anti-bullying initiatives and cover the breadth of our all-through context.

The purpose of this policy statement is:

- To prevent bullying from happening between children and young people who are a part of our school
- If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying
- To be clear that we have a zero tolerance to any form of child on child abuse, including bullying

This policy statement applies to anyone working on behalf of The Gatwick School, including senior leaders and the Interim Executive Board, paid staff, volunteers, sessional workers, agency staff and pupils.

2. Definition of Bullying

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

Bullying can include:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and social media misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- Disability/SEN – because of, or focusing on a disability or special educational need
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance

It is important that bullying must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

3. Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. NSPCC Learning provides summaries of the key legislation and guidance on:

- bullying and cyberbullying <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- online abuse <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
- child protection in each nation of the UK <https://learning.nspcc.org.uk/safeguarding-child-protection>

4. The Diana Award for Anti-Bullying Principles

Aligned with The Diana Award for Anti-Bullying, our anti-bullying policy adheres to key principles:

- **Empowerment:** Students are empowered to actively participate in promoting a positive and inclusive school culture, speaking out against bullying and supporting their peers.
- **Education:** Anti-bullying education is integrated into our curriculum to raise awareness and understanding of various forms of bullying and their impact.
- **Support:** We create a supportive environment for victims to seek help, while offering guidance and educational opportunities for those engaging in bullying behaviour to change.
- **Recognition:** Positive contributions towards a respectful and inclusive school community are acknowledged and celebrated.

5. Personal Development Curriculum (Wellbeing/Jigsaw)

Complementing our anti-bullying initiatives, the Wellbeing (Primary) and Jigsaw (Secondary) PSHE curriculums contribute by emphasising:

- **Emotional Literacy:** Developing emotional intelligence to understand and manage emotions, fostering empathy.
- **Social Skills:** Building positive relationships and effective communication to reduce conflict and bullying.
- **Resilience:** Equipping students with skills to cope with challenges and bounce back from adversity.
- **Mental Health Education:** Providing students with knowledge and skills to understand and manage their mental health, promoting a positive and supportive environment.
- **Wellbeing Strategies:** Incorporating practical strategies to enhance students' overall wellbeing, empowering them to navigate challenges and stressors.

*See Appendix 1 & 2

7. Reporting and Response Procedures

Incidents of bullying behaviours must be reported to a trusted adult, teacher, or staff member who must promptly record this on CPOMS. Students can also report concerns by sending an email to dsl@thegatwickschool.org.uk or safespace@thegatwickschool.org.uk and anonymously by visiting our homepage <https://www.thegatwickschool.org.uk/> and clicking “Report a safeguarding concern”.

Thorough investigations, involving relevant parties and ensuring confidentiality, will be conducted.

Appropriate supportive, restorative and disciplinary actions will be taken against those involved, focusing on care, education and rehabilitation for all.

8. Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- Seeking Chances to learn about and celebrate different Cultures
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members who have made a Choice to join our organisation

9. Prevention and Education Programs

- Regular anti-bullying workshops and assemblies, along with activities embedded in the curriculum allow us to explicitly teach and re-teach expected behaviours. This provides students with Chances to make Choices which will dictate our Culture and demonstrate our commitment to a bully-free environment.
- Integration of mental health and wellbeing modules from the Aurora Wellbeing and Jigsaw PSHE curriculums to enhance emotional resilience and coping skills.
- Our Behaviour for Learning Policy sets out how everyone involved in our school is expected to behave, in face-to-face contact and online, and within or outside of our grounds.
- Reviewing updates from <https://www.thinkuknow.co.uk/> <https://www.ceop.police.uk/Safety-Centre/> and <https://www.breckfoundation.org/>
- Holding regular discussions with staff, volunteers, children, young people and families who are part of our school community about bullying and how to prevent it.
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.
- Putting clear and robust anti-bullying procedures in place.

*See Appendix 3

10. Review and Evaluation

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Deputy Headteacher responsible for Culture.

- Staff to identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively. We will also seek feedback from pupils via Pupil Voice and at least annual student questionnaires.
- Learn from anti-bullying good practice elsewhere and utilise the support of the Aurora Trust and relevant statutory/voluntary organisations when appropriate.

The Gatwick School remains steadfast in creating a nurturing environment where students feel safe, respected, and valued. Our anti-bullying policy, inspired by The Diana Award for Anti-Bullying, Jigsaw PSHE curriculum, and enriched by the Aurora Wellbeing PSHE curriculum, underscores our commitment to fostering a positive school culture that promotes kindness, empathy, and inclusivity. For further information please read our Safeguarding policy:

<https://static1.squarespace.com/static/59033c5b86e6c03c00e3cb6e/t/6555e6acf3ea633e2b8157fa/1700128429218/TGS+Online+Safety+Policy+2023-24+Final.pdf>

You may also like to visit The Diana Award website <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying>

Contact details

Nominated Anti-Bullying lead

- Name: Adrian Sherriff (Deputy Headteacher – Culture)
 - Email: asherriff@thegatwickschool.org.uk
- Name: Nirali Nagji (Head of Primary – Senior leader for safeguarding and child protection)
 - Email: nnagji@thegatwickschool.org.uk

We are committed to reviewing our policy and practice at least once a year. This policy was last reviewed on: November 2023

Signed: A Sherriff

Date: November 2023

More ways to help you protect children

NSPCC Helpline - 0808 800 5000

Sign up to our weekly safeguarding current awareness newsletter

<https://learning.nspcc.org.uk/newsletter/caspar/> or visit nspcc.org.uk/vcs for more information and resources for voluntary and community organisations

Take our introductory safeguarding and child protection training nspcc.org.uk/cpintro

Appendix 1: Primary Well-being Curriculum

Terms 1/2							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1 Key Question	Who am I?	What is the same/ different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up our identity?	How can we keep healthy as we grow?
Curriculum Theme	Health and Wellbeing	Relationships	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Autumn 2 Key Question	What is a friend?	Who is special to us?	What is bullying?	What are families like?	How do we treat each other with respect?	How can friends communicate safely?	
Curriculum Theme	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	
Terms 3/4							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Spring 1 Key Question	What are feelings?	What can help us stay healthy?	What jobs do people do?	What keeps us safe?	How can we manage our feelings?	What jobs would we like?	How can the media influence people?
Curriculum Theme	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world
Spring 2 Key Question	What does it mean to be healthy?	Who helps us to keep safe?	What helps us to grow and stay healthy?	What makes a community?	How can our choices make a difference to others and the environment?	How will we grow and change?	
Curriculum Theme	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world	Health and Wellbeing	
Terms 5/6	YR	Y1	Y2	Y3	Y4	Y5	Y6
Summer 1 Key Question	What can help to keep me safe?	What can we do with money?	What helps us to stay safe?	Why should we eat well and look after our teeth?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What will change as we become more independent ? How do friendships change as we grow?
Curriculum Theme	Health and Wellbeing	Living in the wider world	Health and wellbeing	Health and wellbeing	Health and Wellbeing	Health and Wellbeing	Relationships
Summer 2 Key Question	How can we look after the world around us?	How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What decisions can people make with money?	

Appendix 2: Secondary Jigsaw Curriculum:

<https://20064624.fs1.hubspotusercontent-na1.net/hubfs/20064624/England%20Bookshelf/snapshot-jigsaw-pshe-11-16-ls-oct-2021.pdf?hstc=19703847.570884bdbf023dd36f27c51bccc8bf6e.1700764620918.1700764620918.1700764620918.1&hssc=&hsCtaTracking=d36bd112-a7d0-4b93-9497-62f5be8e6658%7C86cc9bbf-c072-4741-af3b-29c526fe7ee8>

Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated October 2021)

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misconceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships	Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support
Year 11 (15-16)	Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, Aspiration on: career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, 'coming out' challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

Appendix 3: Secondary Jigsaw Cur

TGS Bullying Investigation Form

Full name of staff member completing this form:	
Date:	

	Name:	Tutor Group:	Target/Aggressor/Witness/Neutral
Pupil(s) involved:			

What happened?

Why did it happen?

What was the conclusion of the investigation? Did bullying take place? What bullying behaviours were displayed?

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Support and Restorative Conversations Needed:	Name(s):	Tutor Group:	Support and Restorative Conversation	Lead Staff Member	Parent/Carer Contacted? (Y/N)

Sanctions for aggressors and bystanders involved:	Name:	Tutor Group:	Sanction	Lead Staff Member

This document MUST be uploaded to CPOMS, along with all evidence and sanctions MUST be logged on Arbor