

# Gretton Primary School

## Anti-Bullying Policy

### 1. Rationale

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We want to ensure that in our school culture and ethos, everyone is equally valued and treated with respect. We want to ensure that each person will be given opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Schools have a responsibility to respond promptly and effectively to issues of bullying and at Gretton School, we are committed to safeguarding and promoting the welfare of our children and we expect all staff and volunteers to share this commitment.

### 2. Definitions

Bullying is the use of unprovoked and persistent aggression or unpleasantness with the intention to hurt, threaten or frighten another person. Bullying results in pain and distress to the victim.

Bullying can be: Emotional, Physical, Verbal and Cyber. We recognise there is a difference between bullying (actions sustained over time) and *bullying type* behaviour (a one-off incident).

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out' or being 'unkind'.

### 3. Aim

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities towards minimising bullying in our school. We recognise that the school ethos and clear systems are especially important for supporting vulnerable pupils.

### 4. Objectives

- Provide leadership to create a caring and safe environment with appropriate pastoral support
- Establish clear system of monitoring, recording and responding to incidents of bullying
- Set out what is acceptable behaviour whilst recognizing and being sensitive to poor behaviour that may be a symptom of other underlying issues.
- Identify and provide curriculum opportunities for pupils to understand and explore feelings
- Establish responsibilities of staff and provide appropriate training for them

### 5. Strategies and procedures

#### 5.1 Prevention

Prevention is better than cure so we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce

the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

We have a strong belief that *resilience* plays an important part in establishing an anti-bullying culture and we aim to engender a sense of self, right and responsibility in our pupils. We want to equip all the children with the necessary skills (such as the idea of sharing, having a bit of give & take and showing flexibility) to be able to resolve a range of situations appropriately, but especially those around relationships with others. School recognises that some children have these skills well developed but other children need support to develop them.

## **5.2 Dealing with incidents of bullying**

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents (Appendix B). This is to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action. If bullying includes racist abuse then it should be reported to the Co-Headteachers, to be recorded in the bullying file. Co-Headteachers will investigate, using a checklist of procedures to ensure all steps are followed, and then report back to the parents

The school also uses a 'Monitoring Book' that staff can write in to make other staff aware of any issues relating to bullying that need to be monitored.

Upon discovery of an alleged incidence of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given the opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that we would use if more than one pupil is involved in bullying another. Role play and other drama techniques can be used as well as Circle Time. We feel that this is an effective way of sharing information and providing a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It is sometimes used just within the affected group to confront bullying.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as the reason to speak to them. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away, can be effective ways of dealing with bullying.

It is also essential that parents report any concerns if they believe their child is being bullied and this should be done in a timely manner to avoid it becoming a much bigger issue. The school has an agreed process for dealing with concerns raised by a parent:

- Parent contacts child's class teacher;

- Following investigation, s/he reports back;
- If the parent feels the situation has not been resolved or the incidents have continued, they should discuss the issue with the Co-Headteachers;
- Co-Headteachers will investigate, using a checklist of procedures to ensure all steps are followed, and then report back to the parents.
- If the parent is still not happy they can consider contacting a governor for intermediary support in resolving the issue.

### **5.3 Sanctions**

We believe that sanctions must also be in place as a deterrent to bullying behaviour and to ensure that the issues arising in any incident are effectively managed. The sanctions used in any bullying incident are consistent with our Behaviour and Discipline policy. They are appropriate to the seriousness of the bullying incident and to the age of the child. We inform the parents of any sanctions that are being used. As examples, the following sanctions might be used to specifically deal with a bullying issue in our school:

- reporting of the incident on the child's file, a letter, phone call or email home;
- assigning the child to a member of staff to do special tasks during break time;
- keeping the child in at break times;
- the child having to work alone for a period of time;
- the child eating lunch at a separate table or with a member of staff.

## **6 Roles**

### **6.1 The role of Governors**

The governing body supports the Co-Headteachers in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Co-Headteachers 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.

### **6.2 The role of the Co-Headteachers**

It is the responsibility of the Co-Headteachers 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 Co-Headteachers report to the governing body about the effectiveness of the anti-bullying policy on request.

The Co-Headteachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Co-Headteachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Co-Headteachers may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Co-Headteachers ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Co-Headteachers set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **6.3 The role of the class teacher**

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

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the co-headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. We recognise that bullying may be a symptom of other issues, for example being abused or witnessing violence (for procedures see Safeguarding Policy).

If a child is repeatedly involved in bullying other children, we inform the Co-Headteachers and the special needs co-ordinator. We then invite the child's parents in to school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Co-Headteachers may contact external support agencies such as the social services.

Teachers attend training, when necessary, which enables them to become equipped to deal with incidents of bullying and behaviour management. Bullying is also addressed in the PSHE Curriculum (Appendix A).

Teachers attempt to support all children in their class and to 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.

### **6.4 Role of support staff**

Support staff have a very important part to play in supporting teachers with managing the behaviour of pupils and in preventing incidents of bullying from taking place. They take all forms of bullying seriously and will intervene when necessary.

If a member of the support staff team witnesses an act of bullying, they do all they can to support the child who is being bullied and it is their responsibility to report incidents to the child's class teacher immediately. They will help maintain records of any such incidents by using the playground monitoring book.

Support staff will have high expectations of the children in terms of their behaviour and treat them with respect and understanding when investigating or dealing with any incidents.

### **6.5 The role of parents**

We believe an effective partnership between home and school is vital when addressing any issues with bullying.

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Bullying is an emotive subject for many parents but it is essential that, when raising concerns, all communication with the school staff is appropriate. We therefore expect parents to be courteous and respectful at all times.

### **7 Review period and date of next review**

Whilst there is little history of bullying at Gretton we believe that one case is one too many and we believe that it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to the issue. Where necessary we will call on outside resources and agencies for additional support.

This policy is monitored on a day-to-day basis by the Co-Headteachers.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually through discussions with the Co-Headteachers.

Last reviewed: Spring 2015 Next Review Date: Spring 2016

### **8 Guidance on teaching**

See Appendix A

### **9 Links**

This policy is seen as an integral part of our Behaviour and Discipline, E-Safety and Safeguarding Policies, and also links to Equality of Opportunity and PSHE Policies.

## Curriculum Coverage

## Anti-bullying

Anti-Bullying	Cycle A			Cycle B			
	Class	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Robins</b> (YR)		Ground rules Self awareness Emotional wellbeing		Asking and telling			
<b>Kingfishers</b> (Y1/2)			Keeping safe 1 2g Safety contexts 2h Personal Safety	2i Dealing with bullying			2j Helping and getting help
<b>Owls</b> (Y3/4)			Citizenship 1 3E Rules and rights 3F Understanding and practicing democracy	Healthy and safer lifestyles Keeping safe 1 4G Safety contexts. 4H Personal safety.		Citizenship 2 3G Me in my community 3H Similarities and differences	Healthy and safer lifestyles Keeping safe 2 4I Dealing with bullying. 4J Helping and getting help
<b>Eagles</b> (Y5/6)				Healthy and safer lifestyles Keeping safe 1 6G Safety contexts. 6H Personal safety.			Healthy and safer lifestyles Keeping safe 2 6I Dealing with bullying 6J Helping and getting help

**Gretton Primary School  
Bullying Incident Report Form**

**Name of Pupil:** \_\_\_\_\_

**Year Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Details of incident:**

**Incident reported to:**

**Action taken:**

**Have parents been informed? YES/NO**

**Signed by:** \_\_\_\_\_ **Pupil**

**Signed by:** \_\_\_\_\_ **Classteacher**

**Copy passed to Co-Headteachers YES/NO**