



# Gladstone Road Primary School

“Learning to Succeed”



## Anti-bullying Policy

### Intent

At Gladstone Road Primary School, our vision is ‘Learning to Succeed’. In order to achieve this we believe that all children need to feel happy, safe and secure.

We believe that our school is:

- a fun, friendly and exciting place to play and learn.
- a caring community where education, equality and the wellbeing of all members of the school are at the centre of all we do.

We believe that all bullying is unacceptable and will not be tolerated within our school. We understand that bullying is hurtful and harmful, so all incidents are taken seriously. We acknowledge that bullying does happen, and work to ensure that it is dealt with promptly and effectively.

### Aims

**The aims of this policy are to ensure that all members of the school community:**

- understand what bullying is
- understand what their responsibilities are when bullying arises.
- try to prevent any behaviour deemed to be bullying.
- address any behaviour deemed to be bullying.
- maintain a school environment which is safe, secure and caring.
- ensure that everyday practice is effective and takes account of all legislation

### What is bullying?

Bullying is the behaviour of an individual or group which intentionally hurts another individual or group. This can be either physically or emotionally, and is repeated over time. Bullying is often difficult to stop without help, with the victim feeling that they cannot defend him or herself, because of an imbalance of power. Victims of bullying experience fear, pain, anxiety and distress. Bullying can take place anywhere: in any part of the school building or grounds, out of school on an educational visit and within the community.

### Bullying can be:

- Emotional: being unkind, excluding, tormenting, ridiculing, humiliation.
- Verbal: name-calling, teasing, making threats, spreading malicious stories.
- Physical: hitting, kicking, pinching, throwing things at someone, taking or hiding someone's belongings.
- Racial: racial taunts, graffiti, gestures, ridiculing culture or religion.
- Sexual: unwanted physical contact, or sexually abusive or sexist comments.
- Homophobic: because of or focussing on sexuality.
- Cyber: using technology to cause offense, e.g. sending offensive text messages or misusing Internet chat rooms.
- Disability-related: negative remarks, gestures or actions made to someone relating to their disability or special educational need.

This is not an exhaustive list.

### Bullying is not:

It is important to note that bullying is not an occasional falling out of friends, name-calling, arguing or physical encounter. Bullying is when such a behaviour takes place several times on purpose (STOP: Several Times On Purpose helps pupils remember this definition.) All children fall out or say things when they are upset. This is a natural response and learning how to mend friendships is an important part of growing up and developing social skills. It is important to acknowledge that it is natural for occasional problems of this type to occur and that these are not classed as bullying.

Children are taught strategies for dealing with hurtful behaviour:

- (i) Try to ignore it at first, if you can;
- (ii) Tell the other person to stop
- (iii) Tell the other person you will tell an adult if they continue;
- (iv) If it continues tell an adult.

### **Roles and Responsibilities**

Everyone involved in the life of the school is expected to take responsibility for promoting an anti-bullying approach by: being supportive of each other; providing positive role models; conveying a clear understanding that we disapprove of unacceptable behaviour and being clear that we all follow our school rules (see Behaviour Policy).

It is the responsibility of all members of the school community to report incidents of bullying and concerns they may have that someone is being bullied.

### **Governors will**

- Support the Head teacher and staff in the implementation of this policy.
- Monitor reports of bullying, racist incidents and any other forms of behaviour which lead to exclusion
- Report any behaviour which they regard as bullying whilst monitoring the work of the school

### **The Head teacher will ensure that**

- bullying behaviour is addressed in the school's behaviour policy
- bullying is addressed as an issue in the curriculum
- the governing body is provided with information regarding behaviour management, including bullying
- a senior member of staff is responsible for the policy and anti-bullying strategies. In our school it is Mrs T Jenkinson

### **Staff will**

- build relationships with children so that children are happy to speak to them about incidents
- take prompt action when there are concerns about bullying
- record all allegations of bullying using a 'Record of Significant Event' and report them to the Head teacher
- ensure pupils and parents are given feedback on action which has been taken.

### **Parents are expected to**

- be aware of unexplained changes in their child's behaviour
- inform school immediately if they feel their child may be a victim of bullying behaviour and work in partnership with the school to bring about an end to the bullying
- provide their child with a good role model by following the school's advice about how to manage the situation
- contact school if they know or suspect that their child is bullying another pupil
- share with the school any suspicion they may have that bullying is taking place, even when it does not concern their child.

### **Pupils are expected to**

- be actively involved in creating a safe, secure and caring school environment
- tell a member of staff or a parent / carer if they are being bullied
- act to stop or prevent bullying by telling a member of staff or a parent / carer that they know or suspect that someone else is being bullied.
- follow the 'Bystander Code' (know that being a 'bystander' is not acceptable and understand that their silence makes them in part responsible for what happens to the victim of bullying).

### **Procedures for Reporting and Responding to Incidents of Bullying**

All staff will take seriously any report of bullying behaviour, responding calmly, but with concern. Reports will be dealt with promptly and impartially, ensuring that a thorough investigation is carried out. All those involved will be given the opportunity to be heard, supported and protected.

1. Report all allegations of bullying to staff.

2. Staff will make sure the victim feels safe.
3. Staff will make a written record of the account and circulate a copy of this to all appropriate staff.
4. Advice will be given to support the victim.
5. Staff will speak to all those involved, giving them an opportunity to share their account of events.
6. The problem will be identified and solutions managed, using Restorative Practice strategies where appropriate.
7. Action will be taken to end the bullying behaviour.
8. Staff will ensure the bully realises that their behaviour is unacceptable.
9. If the victim consents, the pupils will be reconciled.
10. Support will be given to the bully to help him / her understand the consequences of his / her behaviour and to change it.
11. In serious cases, parents will be informed and will be invited to come to school for a meeting to discuss the problem.
12. Following an incident, the pupils involved will be monitored to ensure that there is no repetition of the bullying behaviour.

Consequences which may be used to support the perpetrator in understanding the implications of their actions are explained in the Behaviour Policy.

### **Strategies to Prevent and Reduce Bullying**

- clear and consistently reinforced school rules and behaviour policy
- an emphasis on kindness and looking after others
- regular class discussions and assemblies
- regular opportunities to discuss difference and celebrate diversity
- PSHE (Personal, Social and Health Education)
- Restorative Practice approach to conflict resolution
- listening boxes are situated around school and checked regularly by the Learning Mentor
- a group of Year 6 children are trained to be peer mentors and offer support to other children in school
- participation in National Anti-bullying Week
- assemblies focussing on bullying and how to respond to it
- displays of child friendly definitions of bullying and the school's 'Bystander Code'
- annual pupil survey
- analysis of data related to reports of bullying
- promotion of respectful relationships, noting that children do not have to be friends with everyone else, but must be respectful of everyone else's feelings.
- individualised programmes to support victims and perpetrators of bullying
- whole staff understanding of the importance of their role as 'someone to turn to'

### **Useful Contacts**

- Kidscape 020 7730 3300 [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Childline / NSPCC 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- Anti-bullying Alliance 0207 843 1901 [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- NSPCC 0800 1111 [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Family Lives 0808 800 2222 [www.familylives.org.uk](http://www.familylives.org.uk)
- North Yorks. Parental Anti-bullying Helpline 01609 538960

Approved by Governors at a meeting of the School Improvement Committee on 05.02.2019.

To be reviewed in 2 years unless legislation changes.