



GILLIBRAND

Primary School

Anti-Bullying Policy

Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted (The Office for Standards in Education) published *Bullying: effective action in secondary schools*. This was followed by DfES (Department for Children Schools and Families) guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not

condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The

governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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

- Incidents of bullying in the Serious Incidents File.
- Bullying concerns from parents and the subsequent investigation
- Bullying monitoring sheets

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets 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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If teachers witness an act of bullying, they will refer it to the headteacher or deputy head teacher.

When any bullying takes place between members of a class, the issue will be dealt with immediately. This may involve counselling and support for the victim of the bullying and consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. All parents are informed. In more extreme cases, for example where initial discussions have proven ineffective, the headteacher may contact external support agencies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Links are made between work on behavioural and emotional problems and work on emotional and social competence and well-being. The use of drama, role-play, stories etc., within the formal curriculum, helps pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The School Counsellor is also available to help children to:

- develop their understanding of how relationships are complex
- identify and develop their skills in building and maintaining relationships
- value tolerance, diversity and respect
- become more aware of the different forms of communication
- develop listening and conversational skills
- understand how body language can influence feelings and responses
- develop non-verbal communication skills.

The role of parents

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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and at the School Council. The children approved and contributed to "Be a Friend not a Bully" – the Anti-Bullying Policy Summary (see appendix 1).

Children in Yr6 have also been trained as Mentors by the School Counsellor. The Mentors help children to communicate their feelings and resolve problems they may be having with their peers.

Monitoring and review

- This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- This anti-bullying policy is reviewed when appropriate, but at least every three years.

Reviewed by Governors: 19th October 2016



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Appendix 1

“Be a friend, not a bully!”

Bullying is:

Several
Times
On
Purpose

What should I do if I am being bullied?

Tell someone – a friend
a Buddy / PAL
a teacher
your parent
an adult in school

What should I do if I see someone being bullied?

- Tell a teacher or another adult in school.
- Tell the bully that we do not accept bullying at Gillibrand.
- Help the person who is being bullied.

The consequences of bullying are:

- The bullying incident will be written down.
- The Headteacher will be told.
- Parents will be told.
- The bully will receive a punishment.
- The bully will be expected to apologise.
- Everyone will be watching to make sure it does not happen again.