

# GILDERSOME PRIMARY SCHOOL

## Anti-Bullying Policy



Agreed by the Governing Body: Autumn 2018  
Review Date: Autumn 2021

# Anti-bullying Policy

At Gildersome Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

## 1 Introduction

- 1.1 It is a legal requirement that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's behaviour and Anti-Bullying policies. DFE guidance defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction). Bullying is the repetitive hurting of one person by another, where the relationship involves an imbalance of power.
- 1.2 School staff are well-informed about the types of bullying that can take place. These include (but are not restricted to): Homophobic Bullying, Racist Bullying, Trans Bullying, On-line bullying, Peer on peer bullying and Gender bullying.

## 2 Aims and objectives

- 2.1 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 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.

## 3 The role of Governors

- 3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2 The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher 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.
- 3.3 The governing body responds as soon as is practical to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## 4 The role of the Head Teacher

- 4.1 It is the responsibility of the Head Teacher 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 Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to

use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil has to face consequences.

**4.3** The Head Teacher 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. PSHCE plays an important role in this process together with the school's assemblies and the day-to-day contact between adults and children in school.

**4.4** Children are made aware of the nature and impact of bullying through posters, assemblies and PSHCE together with specific Anti-Bullying campaigns. Children are actively encouraged to immediately report any instance of bullying to responsible adults within school.

## **5 The role of the teacher**

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

**5.2** 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 Head Teacher, the teacher informs the child's parents.

**5.3** We keep an anti-bullying logbook in the Head's office where we record all significant incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school.

**5.4** 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 bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services.

**5.5** 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. When there are issues between children, staff are trained to use the techniques of Restorative Practice, thereby encouraging children to develop the skills themselves to deal with day-to-day issues. When there are issues between children, staff are trained to use the techniques of Restorative Practice, thereby encouraging children to develop the skills themselves to deal with day-to-day issues.

## **6 The role of parents**

**6.1** 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.

**6.2** 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.

## **7 Monitoring and review**

**7.1** This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

**7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness as required.