



GLENFIELD PRIMARY SCHOOL

Anti – Bullying Policy

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Headteacher	Kathy Martin
Chair of Governors	Lucy Wiles
Signed	Signed Copy held centrally
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GLENFIELD PRIMARY SCHOOL

ANTI-BULLYING POLICY

INTRODUCTION

At Glenfield Primary School we believe that children should come to a calm, friendly and stimulating environment where they are safe and secure from harm.

We do not accept bullying in any form.

This policy must be read in conjunction with the policies for behaviour management and guidelines on physical contact with pupils.

It is important that a whole school policy towards bullying is followed by teachers, support staff, and pupils in a campaign to prevent bullying; a type of behaviour, which can take many forms, but designed to intentionally hurt, threaten or frighten someone.

Teachers, classroom assistants and midday supervisors need to be aware of patterns of behaviour displayed by pupils which put other children under stress and to watch for early signs of distress which may be symptomatic of bullying, e.g. deterioration of work, isolation, the desire to remain with adults, erratic attendance.

In partnership with parents, governors and children we are committed to promoting a safe physical environment and a caring community. Thus, complaints about bullying must be taken seriously by staff. If signs of bullying are there, appropriate action needs to be taken. Doing nothing can suggest support for the bullying.

Our School's Definition of Bullying

Bullying is any direct, unwanted behaviour among children or adults that involves a real or perceived imbalance of power. The behaviour is repeated, or has the potential to be repeated, over time. Children who are bullied and who bully others may suffer serious or life changing problems because of the clear and systematic focused actions of others. Bullying is wrong in every way and at every level.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling or arguments. It is bullying if it done several times on purpose. Children sometimes fallout or say things when they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Types of Bullying

We recognise that bullying can take many forms, which may incorporate race, religion or culture, SEN or disabilities, health conditions or appearance, family circumstances, gender (including transgender) and sexual orientation (including homophobia or Biphobia).

Bullying can include, and is not limited to:

- **Physical:** hitting, kicking, stealing, hiding other peoples' belongings, damage to belongings, anything physically unpleasant, taking someone's money or possessions against their will
- **Verbal:** naming calling, insults, religious remarks, and offensive remarks, taunting and teasing, mocking, threatening language, language that which is threatening, cohesive, sexual, homophobic or racist.
- **Indirect/ Emotional:** spreading nasty rumours, excluding others, isolating and ignoring another pupil, graffiti,
- **Cyberbullying:** includes all areas of the internet such as emails, chat rooms, threatening or abusive text messages or calls, video calling.

All staff should also be aware to the possibility of a member of staff bullying a child or a colleague. Should anyone suspect that this is taking place this should be reported immediately to the Head Teacher. If the Head Teacher is suspected of bullying, the matter should be reported to the Chair of Governors.

Bullying outside of School

Head Teachers also have powers to respond to bullying outside of school premises, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011). The Head Teacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. As a school we have a duty to tackle bullying outside of school. This can relate to any bullying incidents that occur anywhere off our school premises. Where bullying away from the premises is reported to the school, it will be investigated and acted upon. This power is very relevant to cyberbullying because much cyberbullying does take place out of school, partly because the technology used in cyberbullying, such as social networking services and smartphones, may be restricted in schools. However, the impact of cyberbullying can affect the lives and school lives of young people, so what takes place offsite has a direct impact onsite.

Investigating Bullying

The member of staff with lead responsibility for bullying is Kathy Martin

All staff have the responsibility for the health and well-being of the children and have the duty to respond seriously to any claim of bullying. The following steps may be taken when dealing with incidences:

- Take reports of bullying seriously reported incidents should be dealt with immediately by staff it is reported to.
- If they are unable to investigate the matter must be referred immediately to a member of SLT.
- A clear account of the incident will be recorded in the appropriate Behaviour Log(s) Which will also aid staff to identify patterns of behaviours.
- Find out from other people involved what was happening (4 ways suggested – who, what, where, when).
- All children concerned in any bullying incident will be interviewed.
- Rationalisations on behalf of the bully should NOT be accepted:
e.g. It was only a joke.
I didn't really hurt him.
He asked for it.
I couldn't help it – I was in a bad mood.
- Proven incidences of bullying will be recorded in the Headteacher's Behaviour Folder. All teachers also keep a Behaviour log for their class.

The above should be investigated in line with the school's behaviour policy and teachers should follow the stages accordingly.

SUPPORTING THE CHILD WHO HAS BEEN BULLIED

- Assure the child that the bullying behaviour or threats of bullying will be investigated immediately and the bullying stopped.
- The child should be reassured that they have done nothing to deserve the bullying and that what may have happened is not their fault.
- The child will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- If appropriate the learning mentor will offer support to the child.
- Following on from investigations, staff will 'check in' periodically with children that have been a victim of bullying to ensure the child feels happy and safe at school.
- Try to develop the child's self-confidence and self-esteem in order to become more assertive as necessary.
- Set up a child support network within class, and remind them of the Behaviour Policy and our Golden Rules.
- Develop circle time activities to further aid the understanding of how to deal with bullying.
- If appropriate, refer the child and their parents/carers to outside agencies such as Childline or Kidscape.

SUPPORTING THE PERPETRATOR

- Firstly, and most importantly, the child should be helped to realise that bullying will not be tolerated, that is must be stopped immediately and that there can be no re-occurrence.
- Direct your disapproval at the behaviour rather than the child.

- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- The perpetrator will be asked to genuinely apologise, in writing or in person.
- Take action to discourage bullying using appropriate sanctions in line with the Behaviour Policy. Sanctions imposed may vary according to the seriousness of the bullying but might well include missing a break-time, or loss of other 'privileges' in school, a School Service Order or for a more serious offence an exclusion, when a child might be excluded for a decided length of time.
- Children who have bullied are supported to modify their behaviour. This may be through a behaviour plan, structured lunchtimes, learning mentor support and involvement of parents to reinforce the unacceptable nature of bullying.
- Develop circle time activities to explore feelings and how to deal with anger.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

PARENTAL INVOLVEMENT

- Parent are encouraged to speak with their child's class teacher as soon as they have a concern.
- Contact the parent/carer. Teachers and parents can work together to devise strategies to help the child and provide him/her with support inside and outside school. It should be made clear to parents of victims and perpetrator the actions being taken, when they are being taken and what they can do to reinforce and support such action.
- Keep parents/carers of both the child who is a target and perpetrator informed throughout the process.
- Maintain contact with the target's parent/carer to ensure the pupil is happy and feels safe in school
- Parent's views will always be considered but as a school we will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning bullying.

PROACTIVE STRATEGIES

Our school's proactive strategies include, but are not limited to:

- We are a Telling School. This means that anyone and everyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult. This is a message that will be promoted at all times and with all of the school community.
- The school has a clear behaviour policy that rewards good behaviour. The rules are clear and focus on positive attitudes.
- We take part in the National Anti-Bullying week in November each year, involving children in assemblies and class activities to ensure all children know what procedures should be followed.
- The school PSHE curriculum provides children with opportunities to discuss their feelings and attitudes and promotes a positive climate and develops understanding of differences including race, religion or culture, SEN or disabilities, health conditions or appearance and family circumstances.
- Our school has 'Helping Hands'- a child led playground support system, encouraging children to support each other and play cooperatively.
- Teaching staff and pupils are made aware of how to use the internet safely and of the possibilities of cyberbullying.
- Parents are informed and updated on internet safety and the risks of cyber-bullying via the school's website and parents' meetings.
- SMT will liaise with local police officers to support children's online safety.
- The School Council will include bullying as an agenda item at least once per term.

- The policy will be discussed with all pupils and made available to parents on the Website. This is to ensure that all pupils understand the school's policy of zero tolerance of bullying and their role in making it a success.
- Becoming involved in new anti-bullying initiatives and strategies as they are made available.
- Anti-bullying training for Governors (including the Named Governor for Anti-bullying) and relevant staff

Following the guidelines of this policy, we aim to ensure that all pupils, parents and adults in the school know that bullying is completely unacceptable and we try to promote a positive ethos, designed to build self-esteem and to engage children in a feeling of partnership and respect for others.

MONITORING THE POLICY

- Staff to discuss on an annual basis and amend policy annually in light of issues that have arisen and not accounted for within the policy.
- The review of the policy will involve teachers, support staff, children and parents.
- SMT to keep a record of all incidents and the action taken in the Headteacher's Behaviour Folder which will be reviewed regularly in order to highlight emerging patterns or trends and to highlight areas that require action.
- Headteacher and SMT to discuss bullying on termly basis and ensure that all incidents have been dealt with. To ensure that Governors get a termly update of general issues concerning bullying as part of the behaviour management in the Headteacher's report.

POLICIES LINKED TO THIS POLICY

- Behaviour policy
- Child Protection Policy
- Single Equality Policy

APPENDIX 1

CHANGES IN BEHAVIOUR, WHICH MAY INDICATE THAT A CHILD IS UNDER STRESS

- Behaviour immature, i.e. reverting to thumb sucking, tantrums.
- A child may become withdrawn, clingy, moody, aggressive, uncooperative or uncommunicative.
- The child's performance in school may deteriorate – concentration level may fall.
- There may be a change in sleeping or eating patterns.

Signs of distress that may indicate that bullying is taking place.

- Cuts, bruises or aches and pains, which are not adequately explained.
- Clothes or possessions or schoolwork damaged or lost.
- Child starts going to or returning from school at an earlier or later time or using a different route.
- Child becomes reluctant to go to school.
- Feigning illness in order to go home.

