



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential.

ANTI-BULLYING POLICY

Signed Chair of Governors: *Amelia Bridges*

Reviewed: September 2023

Ratified by Governors:

Next review: September 2024

There is no legal definition of bullying. The Anti-Bullying Alliance define bullying as:
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Grateley School has a zero tolerance for bullying behaviour.

All Schools have a duty to teach values, attitudes and skills, which foster mutual respect and care in their children. At Grateley, we teach these values through our Positive Behaviour Policy.

The purpose of this policy is to identify ways in which we aim to:

- Reduce the likelihood of bullying incidents occurring
- Respond to the needs of children who have been bullied and of those responsible for bullying
- Deal with incidents of bullying, should they occur

We consider bullying to be any repeated physical or verbal act of aggression, which is a wilful or considered desire to hurt, threaten, intimidate or frighten someone, singled out, whether by an individual or by a group.

There are different forms of bullying:

- Verbal bullying
- Physical bullying
- Indirect bullying
- Technological/Cyber bullying

All children need to be supported within a safe environment where high standards of personal behaviour are expected in order for them to achieve their potential.

This policy should be read in conjunction with the following school policies:

- Safeguarding policy
- Child Protection policy
- E-Safety Policy
- Positive Behaviour Policy

All policies can be found on the school website. If you require a hard copy, please contact the school office.

Prevention

Through the language of a Rights and Respecting School, we aim to:

- Promote the school rules which demonstrate caring behaviour
- Encourage children to speak out about bullying
- Specify those types of behaviour which are considered to be bullying and make it clear that they are unacceptable
- Reward non-aggressive behaviour
- Sanction aggressive behaviour
- Identify opportunities to promote, in a positive way, people from minority groups and avoid stereo-typing

- Employ strategies to help new pupils settle into the school
- Efficiently supervise the children at break and lunch times

These aims will be achieved by a whole school approach of:

- Regularly reminding children of the importance of respectful and caring behaviour to be shown to everyone
- Encouraging communication on a one to one basis, through class sessions and in whole school assemblies
- Identifying opportunities for discussing issues surrounding bullying through
 - Drama/role play
 - Co-operative game playing
 - History topics
 - Circle time and the scheme of work for Personal, Relationships, Social and Health Education (PRSHE)
 - R.E.
- Reassuring new intakes and warning potential bullies that such behaviour is unacceptable in our school
- Planning for discussion about: people with disability, people from other cultures, people from other faiths through Health Education, Geography, R.E. and Literature
- Encouraging children to report incidents to staff by being accessible and helpful
- Recording incidents of bullying; ascertaining risks and triggers. Putting into place procedures and interventions to minimise the risks of these behaviours being repeated.

All staff are expected to follow the following guidelines for dealing with bullying

- All pupils should be shown that bullying is taken seriously.
- Members of staff should respond calmly and consistently.
- A secure environment should be provided in which incidents can be reported confidentially.
- The pupil who has been bullied should be made to feel safe.
- All parties should be protected while the issues are resolved.
- The person, who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way.
- Intervention should be monitored and followed-up appropriately.
- Incidents should be recorded on CPOMS (schools behaviour and bullying log)
- The Head Teacher is responsible for monitoring bullying in the school.

If the investigation reveals that the incident is of a serious nature or that, the bullying is persisting, class teachers are expected to:

- Offer the victim continued support.
- Report the behaviour to the HT.

The class teacher will then:

- Seek to discuss the matter with the parents of the victim.
- Inform the parents of the bully, making the unacceptable nature of the bullying and the consequences of any repetition clear.
- The class teacher may also choose interventions such as peer circles, seeking advice from the DHT as appropriate.
- Keep a record of events (filed in the school's anti-bullying log) The class teacher and Deputy Head are responsible for recording any incidents of bullying using CPOMS.
- Arrange for both victim and bully to be closely monitored – reporting outcomes on CPOMS.

- If the bullying continues or the HT believes that circumstances warrant it, the Head teacher will meet with parents and will follow-up concerns in writing.

We expect all staff to:

- Actively monitor behaviour and potential bullying situations and report their concerns to a member of the SLT as soon as possible.
- Be available, ready to listen and offer immediate support.
- Listen and ask who was involved.
- Ask the child how she or he is feeling.
- Respond in a non-aggressive way and provide a model of positive behaviour.
- Make the unacceptable nature of the behaviour, and the consequences of any repeated behaviour, clear to the bully.
- Report incidents where appropriate e.g. to the child's class teacher if this is not the person dealing with the incident.
- **To follow the school's guidelines on anti-bullying interventions.**
 - **1. Set up a support group:** lead by an adult with other children involved, including a role model. The 'victim' does not attend the first meeting. The aim of the meeting is to turn empathy around. Ask for suggestions as to how to help the unhappy child. The 'bully' is at the meeting but blame is not given to anyone nor are they named. The second meeting occurs a week later to see if the children have followed through with their actions. The 'victim' can be invited to attend this meeting if they wish.
 - **2. Building resilience:** This stage of the interventions helps children to come up with a non-retaliative response, e.g. if they are being called names for being tall, they could say at least I can reach the top shelf, I may not be a fast runner but I am great at hockey. A response that builds assertiveness and highlights strengths. Help to develop friendship groups.
 - **3. Method of Shared Concern:** Interview each person involved with an emphasis on a target, what can be done to turn this around. Follow up a week later to see if things have changed, "I have heard that..."
 - **4. Mediation:** An adult or peer mentor tries to find a win/win situation. The mediator must remain neutral. This can only work if both parties are willing; at the end of the session a contract is drawn up and reviewed 2 weeks later, and then on a regular basis.

The school will, where necessary, impose a sanction, in-line with the school's Positive Behaviour Policy. Where sanctions advice should be taken from the Head teacher before agreeing and carrying out a sanction linked to bullying.

Working with parents

Parents can play an important role in detecting potential bullying by being aware of the possible signs:

- Self harming or to own possessions
- Tearfulness
- Overall change in demeanour or behaviour
- Damage to property
- Bruises, scratches or unexplained marks
- Not wanting to come to school
- Becoming withdrawn and unhappy
- Not sleeping
- Bed wetting

- Not wanting to go to school or to go out at playtimes.

Parents will:

- Be encouraged to understand the school's behaviour management and anti-bullying policies.
- Be informed where bullying has taken place.
- Be involved in joint problem solving to minimise the likelihood of further bullying.
- Be given all relevant information about the incident(s).
- Be given an opportunity to express their feelings.
- Be given advice if their child is being bullied or is involved in bullying incidents.

Working with children - Teaching about bullying

- Will be undertaken with individual or groups of children
- Children will be encouraged to report incidents to any adult
- Children will be taught to recognise that their class teacher is the person they may talk to in confidence
- Children are expected to understand the school rules and the types of behaviour that are unacceptable
- The children will be regularly reminded, through assemblies and the curriculum, of the importance of showing respectful and caring behaviour to everyone
- The importance of respectful and caring behaviour to be shown to everyone will be regularly reminded to the children through assembly and curriculum
- Children will be spoken to respectfully
- All children will be noticed and valued
- All children will have access to rewards and privileges
- All children will be taught that effort is as important as achievement
- All children will know that the Head teacher is the Anti-Bullying Co-ordinator.

Communicating the policy

- All staff and Governors will be given a copy of the policy.
- Parents will be made aware of the policy in the school newsletter and a copy will be published on the school's website.
- Children will be made aware of the policy through the behaviour management policy and through other means e.g. the PSHRE curriculum.

Bullies who persist with this unacceptable behaviour may be at risk of being excluded from school. Such actions, if necessary, will be carried out according to the Positive Behaviour Management Policy and County Guidelines. Anti Bullying Guidelines were used in writing this policy. All staff are requested to read the Positive Behaviour Policy alongside this policy.