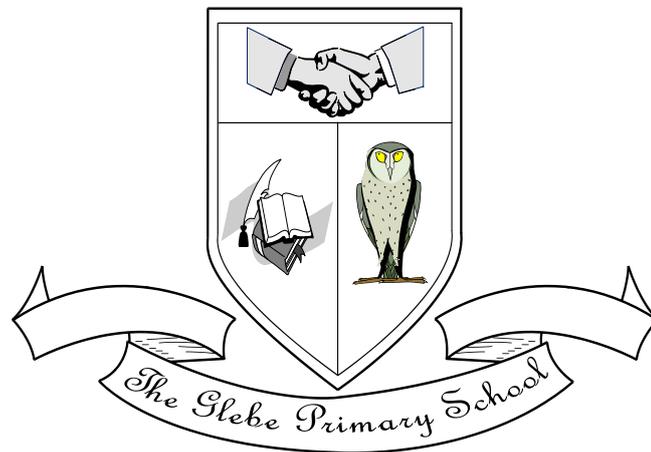


# THE GLEBE PRIMARY SCHOOL

## Anti-Bullying Policy



## Anti-Bullying Policy

### The Glebe Primary School is a Rights Respecting School.

Article 29: Education must develop every child's personality, talents and abilities to the full.

This policy needs to be read alongside other policies including:

- Policy for the Management of Behaviour
- Policy for Spiritual Moral Social and Cultural Education
- Policy for Pupils with Special Educational Needs
- Policy for Racial Discrimination
- Policy for Personal, Social and Health Education.

At The Glebe Primary School we:

- *Build British values into the ethos and teaching and enable children to make their own informed choices about their faith;*
- *Strive to develop the full potential of all our pupils;*
- *Give a high priority to the spiritual development of all in the school community;*
- *Place collective worship at the centre of our daily life;*
- *Welcome all children, whatever their parents' beliefs, attaching a high priority to strong links between school, home and parish.*

**Aims of the policy:**

- To ensure that antisocial and aggressive behaviour in this school does not occur, and that when it is reported, that it is dealt with immediately and sensitively.
- That the pupils of the school are better equipped to deal with bullying that takes place outside school and by others who are not pupils at the school.

**Objectives of the Policy:**

The staff, governors and pupils of The Glebe Primary School are opposed to any form of bullying and promote the respect of the individual and their right to go about their daily routine free from threat, intimidation or coercion.

**Definition of Bullying Behaviour:**

Bullying is often consistent and persistent. It involves the inappropriate use of power by one person against another. Bullying is not necessarily a 'one off' incident e.g. falling out of friends, name calling, hiding personal possessions, arguments, jokes, pranks etc. Bullying occurs when such incidents are intentionally repeated to cause distress. Certain problems that occur outside may, on occasion, be brought into school. A positive working relationship between home and school for the success of our behaviour management policies and we directly encourage any parent/guardian to come into school to discuss and share problems that they feel may contribute to their child's behaviour.

**Values underpinning our behaviour management policies:**

- School is to be a safe, secure affirming place in which our pupils can flourish and grow in confidence.
- We will work with children who present bullying behaviour to understand the causes and effects of their actions.
- We will model compassionate behaviour towards victim and perpetrator.
- Parents and all involved in the care of pupils involved in bullying will be consulted in decisions regarding the management of these children, and their opinions valued.

**Prevention** – procedures for promoting good behaviour are clearly outlined in the School Behaviour Policy. Prevention of bullying as a separate issue will particularly be addressed through:

Education - PSHE curriculum, Stonewall agenda, Rights Respecting Schools Award.

Circle time

Worry wells

Personal writing

Reflections box

Playground buddies

Awareness of 'danger' times and places

Education of all adults in daily contact with pupils to recognise symptoms of bullying

A willingness to listen to the children  
Making parents aware of all support systems running in school  
Creating an atmosphere in which pupils feel affirmed.

All of the above will be reinforced with new parents and through the school Prospectus.

#### **Identification**

Reported by victim  
Reported/suspected by friend/parent/member of school staff  
Online reporting system on the school website may have been used for Years 1-6  
Change in pupil attitude, behaviour, academic achievement  
Reported by bully  
Change in characteristic behaviour - e.g. unusually quiet  
Through Circle Time, Reflections and Bully boxes.  
Physical signs (e.g. torn clothing)  
Emotional signs (e.g. withdrawn, crying)  
School phobias

Some of these may well be symptoms of other issues, but in considering their cause the possibility of bullying should be a consideration.

#### **Handling -**

- All incidents of bullying/suspected bullying to be reported to the Headteacher and/or SLT
- Reports of bullying/suspected bullying to be logged on CPOMS.
- Chronologies to be monitored by SLT.
- HT to investigate and if bullying identified proceed as per policy:
- Incident will be recorded in HT behaviour book under the name of the perpetrator. If the perpetrator is not known the incident of bullying will be recorded separately in the HT's behaviour book under the victim's name.
- A victim of bullying will be encouraged to impart the name of the perpetrator and assurances given and followed up for the victim's safety and peace of mind.
- Class teachers/SENCo/appropriate support staff will be informed and involved in decision making processes.
- Victim's parents will be informed by HT.
- Counselling and support for victim will be provided
- If /when known, perpetrator's parents to be informed by HT
- Counselling and support for perpetrator's behaviour management
- Parents of perpetrator and victim to be totally involved in decision making process regarding strategies for handling each situation
- Strategies may include one or more of the following:
  - Removal strategies:
    - removal of perpetrator from problem area (a period of internal exclusion can be considered)
    - Perpetrator to go home at lunchtime for a fixed period
    - Perpetrator to be excluded from school for a fixed term
  - Cooling Down strategies:
    - Perpetrator to accompany teacher/midday supervisor at playtimes
    - Limit opportunities for both children to be interact
  - Involvement of outside agencies :
    - educational psychologist, behaviour support, any agencies already involved with the family
  - Disciplinary procedures:
    - Instigated for persistent offenders following the guidelines in the School Behaviour Policy which could result in referral to the pupil disciplinary committee of the Governing Body and possible permanent exclusion from the school.
- All reports must be recorded, signed and dated and stored centrally.
- All meetings must be recorded in dated minutes.
- A detailed, dated record of support and strategies for perpetrator and victim should be kept by the HT.
- The situation should be regularly monitored.

#### **Monitoring:**

- The school council and RRSA champions will be given the opportunity to report on their perception of bullying in school
- A report on Bullying will be given annually by the Headteacher to the School Improvement Committee to include the nature, frequency and severity of bullying with a summary of actions taken by the school.

### **Confidentiality:**

Following an incident of bullying information regarding the strategies employed to address the incident with victim and perpetrator will be confidential to that pupil, his/her parents/guardians and the agencies involved.

### Special Educational Needs

At The Glebe Primary School we differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

### Gifted and Talented

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps our school to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.

### Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

### Review

This policy will be reviewed in the Summer Term 2020.

# THE GLEBE PRIMARY SCHOOL

## Anti Bullying Policy

This Policy has been approved by the Governing Body of  
the Glebe Primary School

On: .....

To be reviewed: Summer 2020

Chair of Governors: .....