

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:

- Peer on Peer Abuse Policy
- 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.

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.

Aims:

- To outline the measures that we take in school to ensure that antisocial and aggressive behaviour does not occur, and that when it is reported, it is dealt with immediately and sensitively.
- To promote and develop a school ethos where bullying behaviour is regarded as unacceptable; to ensure a safe and secure environment is sustained for all pupils to allow them to reach their potential academically, socially and personally.
- To better equip pupils to deal with bullying that takes place outside school and by others who are not pupils at the school.

Definition of Bullying Behaviour:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It

might be motivated by actual differences between children, or perceived differences.
(Taken from 'Preventing & tackling bullying - Department for Education; July 2017)

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.

In our school, we recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Bullying is recognised as being a form of peer on peer abuse; children can abuse other children.

Values underpinning our behaviour management policies:

- School is to be a safe, supportive and inclusive environment, in which our pupils can flourish and grow in confidence.
- We recognise the potential for children with Special Educational Needs and Disabilities (SEND) and their families to be disproportionately impacted by bullying and ensure that additional pastoral support is given where required.
- We will work with children who present bullying behaviour, and their families, to understand the causes and effects of their actions.
- We work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of bullying.
- 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.
- We will celebrate successes and achievements to promote and build a positive school ethos.

Preventing Bullying

Our procedures for promoting good behaviour are clearly outlined in the School Behaviour Policy. We address the prevention of bullying through:

Education - PSHE & Computing (e-safety) curriculum, Stonewall agenda, Rights Respecting Schools Award: our curriculum allows for discussion about differences between people and actively promotes inclusion.

Circle time

Worry washer/Worry monster

Reflections box

Playground buddies

Awareness of 'danger' times and places

Education of all adults in daily contact with pupils to recognise symptoms of bullying and be up to date with 'Keeping Children Safe in Education'

Opportunities 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

Incidents of bullying may be identified in the following ways:

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 and Reflections.

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. Certain problems that occur outside may, on occasion, be brought into school. We promote a positive working relationship between home and school 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.
(Moved)

Responding to Bullying Concerns

- All incidents of bullying/suspected bullying to be reported to the Headteacher, Deputy Headteacher and/or SLT;
- Reports of bullying/suspected bullying are logged on CPOMS, which is monitored by SLT;
- HT, DHT or SLT to investigate to determine whether bullying has taken place; Incident will be recorded and stored on CPOMS;
- A victim of bullying will be encouraged to name 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;
- Parents of all children involved will be informed by member of staff;
- Counselling and support for victim will be provided, where necessary;
- Counselling and support for perpetrator's behaviour management;
- Parents of perpetrator and victim to be completely involved in decision making process regarding strategies for handling each situation;
- Such 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 interact

Involvement of outside agencies :

- Educational Psychologist, behaviour support, any agencies already involved with the family, SEMH Team, Help and Support Team.

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 on cpoms.
- All meetings must be recorded in dated minutes and stored on cpoms.
- A detailed, dated record of support and strategies for perpetrator and victim should be kept by the HT.
- The situation should be regularly monitored.

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Peer-on-peer Abuse Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected:

- Will be provided with an immediate opportunity to discuss the concern with the Headteacher, who will decide on appropriate action in line with the Staff Code of Conduct and Confidential Reporting Policy;
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns;
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken place in line with the school behaviour policy;
- Will be supported in reporting offensive or upsetting content, where the bullying has occurred online;
- Will be reassured and offered appropriate support - this may include working with the wider community and external agencies such as counselling, where appropriate.

Adults who have perpetrated the bullying:

- Will be given the opportunity to discuss what happened with a senior member of staff and/or the Headteacher to establish whether a legitimate grievance or concern has been raised;
- Will be signposted to the school's official complaints procedures, if appropriate;
- If online, they may be requested that content be removed;
- HT may instigate disciplinary, civil or legal action if appropriate.

Monitoring:

- The school council and RRSA champions will be given the opportunity to regularly report on their perception of bullying in school.
- SLT will monitor all incidents on CPOMS and follow up appropriately.

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.

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 26.

THE GLEBE PRIMARY SCHOOL

This Policy has been approved at a meeting of
the Governing Body of The Glebe Primary
School.

On:July 2025.....

To be reviewed: ...July 2026.....

Chair of Governors:

.....Gill Broome.....