



## GLEBE PRIMARY SCHOOL ANTI-BULLYING POLICY

### **Mission Statement:**

**At Glebe School we believe in an ethos that values the whole child.**

**We strive to enable all children to achieve their potential academically, socially and emotionally.**

### **Introduction:**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and damages individual children, therefore we do all we can to prevent it.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves – all bullying is aggression: either physical, verbal or psychological, although not all aggression is necessarily bullying.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber Bullying (sending malicious or damaging emails)

Children must be encouraged to report bullying in school to a teacher or staff member.

### **Aims and Objectives:**

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with Glebe aware of our opposition to bullying, and we make clear each person's responsibility with regard to the eradication of bullying in our school.

**The following points are important in our management of bullying:**

1. bullying in any form is unacceptable
2. early intervention is important
3. individuals must take responsibility for their own actions
4. parents should be informed and asked to support the school's policy
5. failure to deal with the bully will only encourage further aggression
6. adherence to parent, pupil and staff charter.

**If staff come across bullying then we try to take the following steps:**

1. remain calm and remember we are in charge of the situation
2. take the incident or report seriously
3. listen to the victim, the perpetrator and any witnesses
4. take action as quickly as possible
5. make it plain to the perpetrator that their behaviour is unacceptable
6. encourage the perpetrator to see why their action was wrong and if they cannot, explain to them
7. encourage the perpetrator to see from the victim's point of view.
8. impose sanctions on the perpetrator using the school's Behaviour Matrix
9. member of staff dealing with the incident to report it to the relevant Phase Leader, Deputy Head teacher and the Head Teacher

Bullying is a serious offence and it is important that all relevant staff are made aware. The parents of both the victim and the perpetrator will be informed calmly, clearly and concisely. Both sets of parents will need reassuring that the incident will not linger on or be held against anyone and that support will be offered for both children. Both sets of parents will be informed of what action has been taken.

Details of how the matter was dealt with including that parents are kept informed should be recorded on a bullying incident pro- forma (appendix 1)

**Cyber Bullying**

The school takes seriously cases of cyber bullying that generally take place outside of school. This may include offensive texts, emails and comments left on social networking sites. All children are taught about the importance of responsible use of these mediums and the problems that can arise as a result of inappropriate comments sent in this way.

### **We aim to prevent bullying in school by:**

1. ensuring the children are well-supervised at all times
2. promoting positive self-esteem and respect for others through making use of PSHE & Citizenship lessons, circle time and assemblies.
3. building close links with parents
4. providing a safe and caring environment
5. making it a stimulating and challenging place.
6. Teaching the children about safe and responsible internet use.

Prevention of bullying is obviously our primary aim, but if this fails, the motivation needs to be considered before taking action against a bully.

### **Support**

#### Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- 1.) Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- 2.) Reassuring the pupil
- 3.) Offering continuous support
- 4.) Restoring self-esteem and confidence

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

1. Positive behaviour strategies
2. Withdrawal of activities
3. The establishment of mentoring or a buddy system
4. Discussion about the effects of bullying
5. Peer mediation
6. Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

### **The role of the Governors:**

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from the school. This policy makes it clear that the Governing Body does not allow bullying to take place at Glebe, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body responds within ten days 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.

### **The role of the Head Teacher:**

It is the responsibility of the Head Teacher to implement the school's Anti-Bullying policy. He/she must ensure that all staff are aware of its contents and know how to deal with incidents of bullying.

The Head Teacher ensures that all children know that bullying is wrong and unacceptable behaviour at Glebe. He/she, along with the other Senior Leaders, sets the climate of mutual support and praise for success, so making bullying less likely.

### **The role of the Teacher:**

Teachers at Glebe take all forms of bullying seriously and intervene to prevent incidents from taking place. Teachers will do all they can to support any child who is being bullied. They too, will seek advice and support for the perpetrator.

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.

Teachers always inform their relevant Phase Leader when an incident occurs and then reports the incident to the Deputy Head Teacher who will record it in the Behaviour Incident book who will also inform parents. If there are further repeated incidents, the Head Teacher will take necessary action .

Bullying incidents will be reported to the Curriculum working Party annually each summer term.

Other policies linked to this one:

- Behaviour and Discipline Policy
- Disability Equality Scheme Policy (DES)
- ICT Policy - Internet Safety appendix
- Race and Gender Equality Scheme
- Inclusion Policy
- Equal Opportunities Policy
- Well Being Policy

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