



GILLIBRAND Primary School

Anti-Bullying Policy

Bullying takes place and can take place in all schools. Schools which openly acknowledge that bullying is occurring and take immediate action to deal with each individual case are the most successful in ensuring that children and adults do not suffer the lasting effects of such experiences.

At Gillibrand we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken. We strive to be successful in our approach to Bullying.

This policy is an extension of our school's Behaviour Policy

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What is bullying

Bullying is the intentional (physical and/or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

The staff and governors of Gillibrand Primary School accept that bullying can manifest itself in any of the following behaviours, although this is not an exhaustive list:

Verbal	Name-calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule, sarcasm.
Physical	Unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing/steaming', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons, or taking of belongings.
Social	Humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor.
Cyber	Via the internet, email or mobile phone, e.g. text messages, phone calls,

	pictures/video clips, chat rooms, instant messages or posting on websites or message boards.
Non-verbal	Staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games.
Provocative	Inciting others to behave in a threatening/racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda into school.
Other	Extortion, blackmail, hiding or interfering with personal property, etc., being forced to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours.

Bullying occurs when the behaviour outlined above is persistent, is directed at specific individuals, is intended to intimidate and is unprovoked. At Gillibrand we determine these behaviours to be bullying when they are:

- Repeated/ persistent over time; (STOP- Several Times On Purpose)
- Deliberate;
- and involve someone (or several people) who are stronger in some way than the person being bullied (an imbalance of power).

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as Child on Child Abuse and is a safeguarding issue.

Where child on child abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address both the alleged perpetrator's and victim's needs.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 headteacher, 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 headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The headteacher records:

- Incidents of bullying are all recorded on CPOMs
- Bullying concerns from parents and the subsequent investigation are also logged on CPOMs
- Anti-Bullying monitoring sheets may be completed.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If teachers witness an act of bullying, they will refer it to the headteacher or deputy head teacher. When any bullying takes place between members of a class, the issue will be dealt with immediately. This may involve counselling and support for the victim of the bullying and consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. All parents are informed. In more extreme cases, for example where initial discussions have proven ineffective, the headteacher may contact external support agencies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Links are made between work on behavioural and emotional problems and work on emotional and social competence and well-being. The use of drama, role-play, stories etc., within the formal curriculum, helps pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The School Counsellor is also available to help children to:

- develop their understanding of how relationships are complex
- identify and develop their skills in building and maintaining relationships
- value tolerance, diversity and respect
- become more aware of the different forms of communication
- develop listening and conversational skills
- understand how body language can influence feelings and responses
- develop non-verbal communication skills.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying through pupil questionnaires and Pupil Voice. The children approved and contributed to “Be a Friend not a Bully” – the Anti-Bullying Policy Summary (see appendix 1).

Children in Yr6 act as Buddies on the KS1 playground and support children there with friendships and playing together. The pupil and family support worker also works on the playground and children can approach her if they have any concerns.

Six KS2 children (Y4 + Y5) have been trained up as Anti-Bullying Ambassadors in October 2022 to support all pupils in school and are trained to spot signs of bullying on the playground.

Year six pupils buddy up with Year three pupils to support transition into KS2. This entails supporting buddies in their first week into year 3 and throughout their first year.

Monitoring and review

- This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- This anti-bullying policy is reviewed when appropriate, but at least every three years.

Reviewed by Governors November 2022

Reviewed by staff and children November 2022



GILLIBRAND

Primary School

Appendix 1

“Be a friend, not a bully!”

Bullying is:

Several
Times
On
Purpose

What should I do if I am being bullied?

Tell someone

- a friend
- a Buddy / Prefect
- a teacher or an adult in school
- your parent or a trusted member of your family

What should I do if I see someone being bullied?

- Tell a teacher or another adult in school.
- Tell the bully to stop and that we do not accept bullying at Gillibrand.
- Help the person who is being bullied by comforting them or asking them to play with you.

The consequences of bullying are:

- The bullying incident will be recorded on CPOMs.
- The Headteacher will be told.
- Parents will be told.
- There will always be consequences for the bully.
- There will be time for all involved to discuss ways that we can move forward.
- Staff will be made aware to ensure no further incidents occur.