



Gladstone Primary School

Safeguarding: Anti-bullying Policy

This policy is a non-statutory policy

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

Acceptable Use Policy
Assessment Policy
Child Protection
Critical Incident
Equality & Community Cohesion Policy
E-Safety Policy and Agreements
Escalation Policy
Health and Safety Policy
Home School Agreement
Induction Policy
Intimate Care Policy
Personal, Social & Health Education (PSHE) Policy
Positive Handling/Restraint Policy
Positive Behaviour Policy
Relationships Policy
Risk Reduction Plan
Safeguarding Policy - Overview
Safer Care Code of Conduct Policy
Safer Recruitment Policy
Self Disclosure Form
School Information Booklet
Staff Handbook
Whistle Blowing Policy

Date Approved by Governors	February 2015
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Gladstone Primary School

Safeguarding: Anti Bullying Policy

The school is committed to safeguarding and promoting the welfare of children and expect all staff, governors and volunteers to share this commitment.

At Gladstone Primary School we aim to enable all children full access to the curriculum, acknowledging and taking into account the diversity within the school community.

Introduction

Whilst bullying by anyone is not acceptable, schools occasionally have incidents of unacceptable behaviour which could be defined as bullying. We work very hard at Gladstone to prevent this happening.

Definition of bullying

Bullying is unkind behaviour. The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time
- That it is deliberate and not accidental
- That the person doing the bullying has some sort of power over the person experiencing the bullying.

Bullying can take the following forms:

- Physical (kicking, biting, slapping, punching, interfering with belongings)
- Verbal (name calling, taunting, racist remarks, teasing.)
- Indirect (purposefully excluding by being unfriendly, spreading rumours, tormenting e.g. hiding bags or books.)
- Cyber (internet, mobile phone)
- Prejudice based related to protected characteristics. Protected characteristics are gender, gender identity and transgender, sexual identity and orientation, ethnicity, race, religion, belief, special educational needs and disability.

We use the word bullying with care because not all aggressive behaviour is bullying. Play fighting or rough play, a momentary lapse of self control or a 'joke' that goes wrong can result in aggression. We positively discourage and deal with such incidents but do not consider these actions to be bullying.

Aims

1. To ensure a safe and secure environment in school, where everyone is able to learn and work.
2. That everyone connected with the school understands what is meant by bullying.
3. That everyone knows bullying behaviour will not be tolerated under any circumstances.
4. To prevent bullying through anti-bullying education.

Objectives

We teach anti bullying through the three strands of knowledge, skills and attitudes within our PSHE and Citizenship curriculum. In the Early Years Foundation Stage we focus on the children's personal, social and emotional aspects of their learning and development on an individual basis, in small groups and in class sessions. We promote positive dispositions to learning, awareness of our own emotions and those of others and learning to socialise within the school community.

Through both key stages the areas for study are

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing a healthy, safe lifestyle
4. Developing good relationships and respecting the differences between people

Specific anti-bullying work will help all the children to understand what bullying is, how it feels and what to do if it happens to them or they see it happening. It is taught through specific lessons; using Social and Emotional Aspects of Learning (SEAL) and the Cambridgeshire Personal, Social and Health Education (PSHE) Scheme of Work, school assemblies, school councils and circle times.

Other policies

These school policies are closely connected with our work in anti bullying:

- PSHE
- Acceptable Use
- Positive Behaviour
- Child Protection
- Health and Safety
- Equality, Diversity and Community Cohesion
- Special Educational Needs and Disabilities (SEND)
- Relationships Education
- Safer Care Code of Conduct

We follow the information and guidance provided in the LA document 'Dealing with Prejudice Related Incidents'.

Implementation

This policy has been adopted by the whole school community. To ensure that our anti-bullying work remains a priority:

- Our anti bullying charter is on the school website and in the school prospectus
- Every child signs the anti bullying charter at the beginning of each academic year. These are displayed in the classrooms.
- Anti bullying is regularly discussed in circle times
- 'Worry boxes' are provided in classrooms as a vehicle for children to share what is happening to them or to others
- The School Council organises regular audits of pupils' views on both bullying behaviour in school and unsafe places around the school
- Anti bullying is addressed in school assemblies and story time

- We have displays that have an Anti bullying theme

Response

The emphasis is always on a caring and listening approach to bullying incidents as bullies are often victims too – it may be the reason for their own bullying behaviour. The following is a list of actions available to staff, depending on the seriousness of the situation.

- Deal with the incident as soon as it is reported
- Interview the victim – this will require patience and understanding. Remember – listen, believe, and act
- Interview the bully – this too will require patience and understanding, asking them to provide truthful details of the incident. At the same time, make it very clear that bullying behaviour is not acceptable at Gladstone School. Inform them of sanctions that will be put in place
- Interview any witnesses/bystanders about the incident
- Advise the Headteacher or Deputy Headteacher
- Record the incident in the either bullying incident folder or the protected characteristic incident folder
- Involve parents in the response to the incident
- Speak to the person being bullied to inform them how the incident has been dealt with
- Continue monitoring the situation. Have follow up discussions with both victim and bully to ensure there is no repetition of the behaviour
- Bullying information should be included in all transfer of pupil files.

Any complaints about members of staff allegedly involved in bullying will be dealt with by their line manager, in the first instance.

Sanctions

At the Headteacher's discretion the following sanctions may be applied to the bully:

- Exclusion from the playground during break-times and lunchtimes
- Seclusion
- Fixed term exclusion
- Permanent exclusion
- Restorative Justice. Where bullying incidents are deep rooted, restorative justice approaches will be considered. We have a responsibility to positively engage in anti discriminatory practice that changes attitudes, as far as that is possible.

Review and Monitoring

Bullying incidents are recorded and monitored to provide an overview. From this we know whether:

- Incidents are increasing or decreasing
- There is a pattern in the type of bullying
- Whether there needs to be a specific focus on bullying in response to an incident

- Protected characteristics incidents are reported to the LA. This procedure enables the Local Authority to identify any areas of particular concern and to provide appropriate advice and support to promote good practice.

The Safeguarding Committee of the Governing Body reviews this policy every two years.

under review

This policy is monitored by the Safeguarding Committee of the Governing Body.

Signed: _____ Dated: _____
Chair of the Safeguarding Committee

Signed: _____ Dated: _____
Headteacher

under review