

# Gladstone Primary Academy

## Anti-Bullying Policy

*This policy applies to all staff and children from EYFS to Year 6 (including Nurture Provision)*



Chair of Governors: Mrs Christine Bartley  
Headteacher: Mrs Elaine Preston

*Policy Updated: November 2016 (in accordance with Keeping Children Safe in Education Sept 2016)*

## **School Policy on Bullying and Abuse**

*This policy applies to all pupils at Gladstone Primary School from EYFS to Y6*

We want Gladstone School to be a place where everybody feels safe and secure. We want everybody to know where the school stands on matters of bullying or abuse in general. Gladstone Primary School will not tolerate bullying and this policy aims to ensure that this is fully understood.

*No one should suffer name calling.  
No one should have to suffer racist or sexist abuse.  
No one should have to suffer physical violence.  
No one should feel victimised in any way.*

It is everyone's responsibility to make sure that abuse and bullying is not tolerated. If there is a problem, share it: we are a 'telling school' bullying is too important not to report.

### **What is Bullying?:**

- Bullying is the persistent, deliberate and malicious behaviour which causes a person to be upset or hurt.
- Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.
- Bullying is intentionally harmful.
- Bullying can cause feelings of distress, fear, loneliness and lack a lack of confidence

In line with our Safeguarding Policy and Child Protection Procedures bullying is taken seriously. This abuse can take a variety of forms including:

### **Types of Bullying**

- Emotional bullying
- Verbal bullying
- Sexual Bullying
- Cyber bullying
- Racial Bullying
- Physical Bullying
- Prejudice-related bullying
- Sexual Exploitation.

## **Why do Children Bully?**

Bullies are often children who have been victims of bullying themselves; they learn to see this as 'normal' behaviour and in turn, bully other children. Bullying seems to be about having a feeling of 'power' over others, and if children lack confidence they sometimes bully in order to feel better about themselves.

Most bullying incidents are 'one off'. Here we should try to encourage the victim to stand up for themselves, and to help the bully understand the effects of their actions on the other child. The important thing is to enable children to know that they can get along without bullying or harassing others, and that they can gain the confidence to make friends.

## **WORKING TOGETHER**

No school can be effective without parental help and we will involve you when incidents occur. We always deal with every case where bullying has been reported to us by pupils, parents or members of the community. We can help them to have the confidence to share their worries, and as adults parents and teachers work together to deal with the problem.

## **School's Approach to Dealing with Bullying.**

The school will react firmly and promptly where bullying is identified. There are a range of sanctions available to the staff depending on the perceived seriousness of the situation. Some of these include:

1. Discussions with parents and children
2. Referral to Senior Staff
3. Withdrawal of favoured activities
4. Exclusion from school during lunchtime
5. Exclusion from school.

### **The school will:**

- Support children who are being bullied.
- Help bullies to change their behaviour
- Take bullying seriously and find out the facts of any incident.

Meet those concerned individually

Use peer group pressure and circle time to actively discourage bullying.

Break up bully groups where it seems necessary.

Involve parents at an early stage.

Help children develop positive strategies and assertion.

- Be equally concerned about bullying to and from school.

- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- Discuss with and involve children in agreed class and school rules and behaviour.
- Request help from other services where appropriate.
- Involve police where necessary
- Follow up any Safeguarding concerns in line with our Safeguarding Policy and Child Protection Procedure at all times.

## **ADVICE AND GUIDANCE**

*'It is everyone's responsibility to prevent bullying.'*

### **FOR TEACHERS**

Watch for early signs of distress of pupils - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

- Listen carefully and record all serious or recurrent incidents on the bullying incident sheet. Inform a Senior Member of staff and log the information in the file kept in the Deputy Headteacher's Office. The Senior Leadership Team will also consider if the allegation made by the pupil raises a safeguarding concern.
- Offer the victim immediate support and help by putting the school's procedures into operation.
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.
- If required ensure that all accessible areas of the schools are patrolled at break, lunchtime, between lessons and at the end of the day.

Use all the pupils as a positive resource in countering bullying and discuss the advice given on the following page with classes, year groups and in circle time. Peer counselling groups may be used to resolve problems. Pupils and Peers can also be used to help shy children or newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with. Assembly can be used as a forum for re-enforcing good behaviour.

The following steps may be followed in recording incidents of bullying and also as a means of conveying to all concerned how seriously the school regards bullying behaviour.

- The bullied pupil may be asked to record the events in writing (if appropriate for the age of the child).

- The bully may be asked to also record the events in writing (if appropriate for the age of the child).
- The teacher and/or a Senior Member of Staff should record their discussions with both parties.

The parents/carers of the pupils involved should be allowed to read the reports their child and staff have made: the reports should be placed in the respective pupils' files and the Bullying Log. The parents/carers of the pupils may choose to respond in writing if they so wish to.

### **Safeguarding Concerns**

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour and Anti-Bullying Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

To be considered a safeguarding allegation against a pupil, it is likely that some of the following features will be found:-

The allegation:-

- is made against a pupil in relation to their behaviour towards a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil and their actions;
- indicates that children/young people outside the school may be affected by this pupil.

Examples of a safeguarding allegation against a pupil could include (but are not limited to):-

- Physical Abuse – for example, violence (particularly pre-planned;) or forcing others to use drugs or alcohol;
- Emotional Abuse – for example, blackmail or extortion, threats and intimidation;
- Sexual Abuse – for example, indecent exposure, indecent touching or serious sexual assault, forcing others to watch pornography or take part in sexting;

- Sexual Exploitation – for example, encouraging other children to attend inappropriate parties; encouraging, photographing or filming other children performing sexual or indecent acts.
- Where pupils are involved in gang activity, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people.

The Senior Leadership Team need to take in to account if the allegation made by the pupil raises a safeguarding concern. In line with Safeguarding Policy and Child Protection Procedures the following action needs to be taken.

- On occasions, a pupil may present a safeguarding risk to other pupils.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL may contact the Locality Social Worker or other relevant agency to discuss the case. It is possible that Children’s Social Care are already aware of Safeguarding Concerns around this young person.
- The DSL will follow through the outcomes of the discussion and make any referrals necessary, keeping a record of the concern, the discussion and any outcome in the files of both pupils.
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- Where neither Children’s Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school’s usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not become a target for malicious allegations.
- The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.

- **FOR ALL PUPILS AND TEACHERS**

The following points are an important part of a whole-school policy which uses all pupils and teachers in its anti-bullying campaign. These points should form the basis of a class or circle time discussion, or year group discussions.

- When someone is being bullied or is in distress, take action. Watching and doing nothing can suggest support for the bullying.
- Pupils should inform an adult or a Prefect immediately if they do not wish to become involved themselves: it's not telling tales, it is too serious for you to do nothing.
- Do not tolerate bullies in the same social group, show that you and your friends disapprove.
- Only accept people who do not bully others. Bullies will soon stop if they are socially excluded.
- Give sympathy and support to children who may be bullied, be careful not to tease yourself - imagine how you might feel.
- Together devise ways of rewarding non-violent behaviour.

### **CHILDREN**

If you are being bullied there are some ways you can combat bullies.

1. Try not to show that you are upset - this is difficult.
2. Walk quickly and confidently away - even if you don't feel it inside.
3. Try being assertive - shout loudly.
4. Get your friends together and say no to the bully.
5. If you are different in any way, be proud about it - it's good to be an individual.
6. Avoid being alone in places where bullying happens.
7. If you are in danger, get away.
8. Tell an adult you can trust.
9. If you are too shy to tell an adult, tell a pupil helper.

### **FOR PARENTS**

- Take an active interest in your child's social life. Discuss friendships, how playtime is spent and the journey to and from school: you may learn about disagreements or difficulties. Monitor your child's access to any social media which they may be using.
- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- If you think your child is being bullied, inform the school immediately and ask for an interview with your child's teacher who should deal with the incident.
- Furthermore, when discussing the problem with your son/daughter follow the advice given for victims.

- If you are dissatisfied with the actions, request an appointment with a Senior Member of staff.
- Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding WHO, WHAT, WHERE and WHEN.
- With an appointed member of staff, devise strategies that will help your child and provide her/him with support inside and outside the school.
- Remember it is everyone's responsibility and allow the school time to investigate the problems. All reports will be investigated urgently.

### **BE PERSISTENT AND INSISTENT.**

#### **FOR BOTH VICTIMS AND PARENTS**

The following guidelines are for parents who know that their son or daughter is being bullied.

- First, tell your son/daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son/daughter not to hesitate to tell an adult, for example a liked and trusted teacher.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she make sure that there are other trusted people about. If they are not to be trusted, someone should be told.
- Advise your son or daughter not to try and buy the bully off with sweets or other 'presents', and not to give in to demands of money.
- Together with an appointed teacher and your son/daughter, work out a plan of action. Should the bullying be repeated the plan must be followed and an adult told that it has happened again.
- Do not encourage your child to hit back: it will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to recruit friends. A child who has friends is less likely to be bullied.
- Do encourage your child to be 'assertive'

#### **TEACHING STAFF / SUPERVISORS**

### **Dealing with cases of Bullying.**

When a complaint about bullying comes to a teacher's or supervisor's attention, that teacher/supervisor should, wherever possible deal with it at the time. We must respond instantly, calmly, and consistently.

N.B. It may be necessary to pass the incident to Phase Leaders if the teacher reporting the incident is unable to pursue it. But please ensure that any records in writing are passed on.

The Headteacher, Deputy Headteacher and Office Staff should be made aware if bullying has taken place.

Supervisors must report any bullying incidents to the child's class teacher and / or The Senior Leadership Team.

### **Practical Steps to Take.**

1. We must establish the facts: ideally take the people involved to an office/classroom area away from other children. Children should be interviewed separately and this needs to be recorded.
2. It is easy to forget to keep on re-assuring the person who has been bullied. **Remember they may still feel intimidated.**
3. Fill in a bullying incident sheet at the time.

### **Support for the Bullied Child.**

- Spend some time with the child and begin by sympathising: It may take a couple of sessions to do this. Emphasise:

It is not their fault and it has happened to others.

It is a problem that the bully has and the school will insist that the bullies change their behaviour.

That if there is a repeat of the bullying then the child must come straight to the teacher.

- If appropriate, ask them to write down what happened.
- Make an appointment to see their parents with them. Over the next few weeks, make it your job to check that things are OK.

### **Dealing with the Bullies.**

- Once the facts have been established and you are sure that bullying has taken place, make it clear that this is unacceptable.
- However angry you feel, do not shout or threaten as it can re-inforce 'learned behaviour'. (Often a child bullies because he/she has also been bullied).

- Keep the child/children off the yard and log the information.
- It may be necessary to talk them through the part about ‘times when they have been bullied’ and how they think the victim must be feeling.

At this point, depending on the seriousness of the incident, but certainly if it is a repeated incident, parents should be notified.

### **Punishments.**

- Set time off the yard.
- Use of alternative split yards
- Lunch time detention
- Behaviour Diary
- Sent home at lunch times
- Child to be escorted by an adult (set times)
- After School Detention
- Exclusion

### **Monitoring**

- Feedback from staff in school
- Records in the Behaviour file (logged in bullying section)
- Monitoring from the Governing Body. These include termly monitoring visits
- Bullying is identified as a key element on the PSHCE Programme of education in all year groups.
- Analysis of pupil questionnaire

### **Review**

This policy will be reviewed after one year and thereafter every three years.  
The review will be the responsibility of Claire Annese (Deputy Headteacher)

*This bullying Charter was created by the children at Gladstone Primary School. It is displayed in all classrooms and made reference to frequently.*

### What is bullying?

Bullying is unkind and hurtful behaviour happening more than once to the same person.

### How should we treat our friends?

- Treat them how you want to be treated yourself
- Treat them with respect
- Involve them in play and games
- Be kind
- Share with them and help them

### How should we speak to each other?

- Use your manners and take turns
- Listen to each other
- Speak kindly and quietly to each other
- Have good discussions
- Don't shout

### How should we treat people around us?

- Be kind
- Be cheerful
- Use your manners
- Offer to help

### How can we show kindness?

- Smile at people
- Say 'good morning'
- Lend a hand
- Praise people

### What shouldn't we do?

- Say unkind or hurtful things
- Shout at people
- Hurt people physically
- Say hurtful things when using the internet (cyberbullying)
- What should we do if we are worried?
- Tell a friend or teacher
- Tell an adult or other grown up

What to do if you are being bullied:

- Always tell an adult!
- Try to walk away
- Don't be mean back
- Try ignoring them and see if they stop

What to do if you see someone else get bullied:

- Tell an adult!
- Tell the bully to STOP

What the adults will do if they see or hear about bullying:

- Adults will always listen if they feel they are being bullied or have seen bullying happen
- Adults will always make sure Mrs Preston knows if there is bullying happening
- Adults will support children who have been bullied to make new friendships
- Adults will always contact the parents of the children involved
- Adults will help the children talk about the problem and help the bully to see what they are doing is wrong and aim to find out why they are doing it
- Children who bully may be sent out of class or have detentions
- Some children may be taken off the playground for a fixed period of time or sent home if it is discovered that they are bullying

DATE	TIME	Bullying Incident Sheet No.
Victim.....	Class.....	
Offenders .....	Class .....	Class .....
.....	Class .....	Class .....
<u>Details of Abuse</u>		
<u>Is this a repeated case?</u>		
<u>Action Taken</u>		
<u>Are parents to be informed</u>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<u>Staff Involved</u> .....		
Copy sent to Year Manager <input type="checkbox"/> Class Teacher <input type="checkbox"/> Logged Centrally <input type="checkbox"/>		