

GAYTON PRIMARY SCHOOL



Anti-Bullying Policy

Approved by:

SLT & Governors

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Definition of Bullying:

The following definition of Bullying has been agreed and adopted by Gayton Primary School, as a result of prior consultation with the school community:

“Bullying is an action that is repeated, often over a period of time, involving one or more individuals. It involves the deliberate intention to hurt others, either physically or emotionally”

Examples of Bullying include:

- Physical aggression such as hitting, kicking, taking or damaging possessions
- Verbal, such as name calling, insulting, making offensive remarks. This can often link to individual characteristics of the victim, such as their ethnic origin, physical appearance, colour, size etc.
- Indirect, such as spreading nasty stories and rumours, exclusion from social groups and sending or being involved in malicious e-mail, social media and text messages (see E-safety policy)

2. Raising Awareness/Consultation Process

All members of the school community were made aware of the policy development process through an anti-bullying launch using the SEAL materials, and through work in the classrooms. Parents' views were sought via questionnaires. Pupils' views were sought via circle time/discussion sessions and through school council meetings. This was discussed during staff and support staff consultation.

3. Policy Aims

- To instil values of mutual respect and tolerance by celebrating difference and diversity.
- To create a safe and secure environment, where everyone feels valued and can learn without anxiety.
- To make all members of the school community aware of our opposition to bullying and by making clear each person's individual responsibility.
- To ensure the school adopts a consistent approach to any bullying incidents that may occur.
- To create a whole school ethos, in which bullying is regarded as unacceptable.

4. Responses

Gayton Primary School has been pro-active in establishing a series of strategies to prevent bullying occurring. These include the Active Playgrounds scheme, which involves the training of older children to lead games and activities at playtimes. This initiative aims to involve all pupils and reduce incidents of negative behaviour due to boredom. The Playground Buddy system provides support for vulnerable or lonely children and ensures no one is left out and all pupils are encouraged to engage other children to involve them in games. The school employs a range of strategies to focus on and reward good behaviour, e.g. through the 'Good to be Green' system, Merit Assemblies, stickers, sticker charts and certificates and house points. The school recognises that the transition of pupils from Year Six into Secondary school is a time when pupils feel very vulnerable, and consequently we implement a Transition Programme to establish a dialogue with secondary staff and enable pupils to discuss their concerns prior to transfer.

As of Spring 2018, we are in the process of setting up anti-bullying ambassadors, who will be trained to help children deal with possible bullying issues, particularly at playtimes.

However, the school accepts that, from time to time, bullying will occur. Any allegation of bullying will be taken seriously and promptly investigated.

Staff who receive a report of bullying from a pupil/parent will:

1. Listen to the pupil's account of the incidents, without making premature assumptions
2. Reassure the pupil that reporting the bullying was the right thing to do
3. Make it clear to the pupil that he/she was not to blame for what has happened
4. Explain that the next stage would be to talk to the perpetrator and any possible witnesses to the incidents
5. Remind the pupil that he/she should report any further incidents to a teacher or member of staff immediately.
6. Seek clarification of details, where necessary and make a note of what the pupil says.

Staff will ask the pupil:

- What has happened and how often
 - Who was involved
 - Where it happened and who saw what happened
 - What he/she has done about it already
7. Make regular follow-up checks with the pupil to ensure that bullying has not resumed.
 8. Involve the pupil's parents/carers at an early stage and maintain an open dialogue, while the incident is being investigated.
 9. Establish a programme of support for the pupil (see below)
 10. Any incidences that occur should be recorded on a concern record file, kept in each classroom. Problems occurring at playtimes are reported back to the appropriate class teacher, who can then add the incident to the book. The Head teacher should be made aware of any child whose name keeps recurring on a regular basis, or whose behaviour is particularly anti-social.

When necessary, information contained within the concern record will be shared with other members of staff. As pupils leave the school, whether at secondary transfer or otherwise, the school will pass on appropriate information about pupils. Information will be shared verbally, and where a pupil leaves the school in response to alleged bullying or unhappiness, the school will keep the records on file.

The children will be made aware that they can speak to any adult within the school, which does not necessarily have to be their class teacher.

Staff use the "restorative approach" to work with pupils who have bullied other children, in order to help them recognise and change their behaviour. Although it is important that the school adopts a consistent approach to dealing with bullying behaviour, each incident will be considered individually.

Staff will:

- 1) Talk to the pupil and explain that bullying is wrong and makes others unhappy
- 2) Discuss with the pupil, strategies for joining in with other pupils without being aggressive
- 3) Talk to the pupil about how things are going in school, general progress, friends
- 4) Give the pupil lots of praise when he/she is demonstrating kindness and consideration for others.
- 5) Maintain a dialogue with the pupil's parents/carers in order to keep them informed of progress and discuss with them how they can work together to stop the bullying.

In cases where preventative measures, peer support strategies and the restorative approach do not succeed, the school will respond to "serious" bullying using systems outlined in the school's discipline and behaviour policy.

The perpetrator may:

- 1) Be removed from the group
- 2) Lose break or lunchtime privileges

- 3) Be put on a weekly report, to be signed by the class teacher, pupil and parent on a daily basis, for a fixed period of time
- 4) Be banned from school trips and school sports events, where these are not part of pupil entitlement
- 5) Be given an internal exclusion away from peers, supervised by a member of staff
- 6) Be excluded for a fixed period

In the most serious cases, permanent exclusion would be considered if the bullying:

- 7) Involved serious actual or threatened violence against another pupil or member of staff
- 8) Amounts to persistent and defiant misbehaviour

5.The Role Of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school and will respond appropriately to any incidents that occur.

The governing body monitors the incidents of bullying and reviews the effectiveness of the school policy on a regular basis. The governors require the headteacher to keep accurate records of all confirmed incidents of bullying and to report to the governors on request, about the effectiveness of school anti-bullying strategies.

If the governing body receives a request from a parent to investigate an incident of bullying, it will respond within 10 days, in line with the complaints procedure. 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 the chair of governors or his/her representative.

6.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 (teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head will ensure that all staff receive appropriate available training to equip them for this.

The headteacher reports to the governing body on the effectiveness of the anti-bullying policy on request, providing data for analysis, if necessary.

The headteacher ensures that all pupils know that bullying is wrong and that it is unacceptable behaviour in the school. The headteacher sets the climate of mutual support and a caring, nurturing environment, using suitable opportunities, such as assemblies, to promote positive behaviour, so making bullying less likely to occur. The headteacher will work with the School Council to update children on school procedures and initiatives around anti-bullying.

7.The Role of Teaching and Support Staff

Teachers and support staff aim to support all children in their class and create a climate of trust and respect for all, by praising, rewarding and celebrating the success of all children. The Senior Management Team will keep staff up to date with strategies that enables them to deal with incidences of behaviour management, including bullying. The school acknowledges the importance of positive relationships between members of staff, as these provide pupils with positive images and role models of appropriate behaviour and contribute to the climate of mutual respect.

8.The Role of Parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community. Parents will be informed of the school's policy on anti-bullying at the welcome meetings for new parents, where they will be asked to sign the home/school agreement stating that they support the school's policies.

Parents' views on the policy will be sought during the consultation and evaluation process and parents will be kept informed of changes to school policy.

Parents who are concerned that their child might be being bullied, or who suspect that their child might be a perpetrator of bullying, should contact their child's teacher or headteacher immediately, in order that the situation can be addressed as quickly as possible. Details of incidents will be investigated promptly and sensitively and parents will be informed of the outcome. Parents are advised not to attempt to approach pupils or their parents directly, as this could lead to confrontation.

9.Implementation:

The school will continue to raise awareness of the anti-bullying policy and procedures using a range of strategies. These include planned assemblies, which may involve outside speakers, such as the community police, PSHE lessons and circle time specifically focused on aspects of anti-bullying, developing confidence and self-esteem, related displays and posters, agenda items at staff and school council meetings and regular newsletters to parents. The school prospectus will contain a statement on the school's position on anti-bullying, which will be made explicit to parents at the welcome meeting for new parents. The school will continue to reinforce the anti-bullying message using the SEAL materials and by acknowledging National Anti-bullying week.

10.Curriculum:

The school anti-bullying policy will be supported through teaching across the whole curriculum, with particular reference to PSHE and Citizenship. The long-term curriculum plan demonstrates where anti-bullying issues may be included in order to maintain focus. Teachers will provide opportunities for pupils to discuss key issues through circle time/ discussion times, which forms an important part of the pastoral care system, and through the use of the SEAL materials, which have been integrated into the curriculum and play a significant role in supporting pupils' social and emotional development. All staff will monitor pupil behaviour in and around school, in particular at lunchtimes and playtimes, and be on the lookout for any incidents, which could potentially lead to bullying.

11.Monitoring:

The headteacher is responsible for monitoring the school's anti-bullying policy and will assess the impact of strategies through consultation with the wider community. Analysis of critical incidents relating to bullying and discussions with the staff will inform the monitoring process and provide vital information regarding the effectiveness of the policy.

12.Evaluation:

This process will be carried out in consultation with the whole school community, using a range of data collection and auditing procedures.

Success criteria may include:

- Staff more aware of signs of bullying
- Pupils more willing to report incidents of bullying
- All staff more confident in dealing with allegations of bullying
- Parents feeling that their concerns are being addressed.
- Victims of bullying feel more supported.
- Reduction in incidents of bullying
- Known perpetrators have changed their behaviour

13.Review

The governors will review the effectiveness of the anti-bullying policy on an annual basis, in line with DFE requirements. They will use data from the evaluation process in order to identify and address any areas of concern. This will include analysis of information regarding pupils' gender, age, disability and ethnic background of all children involved in bullying incidents in order to assess the effectiveness of the school's equal opportunities policy.

14.Related Documentation:

The anti-bullying policy reflects the overall school ethos and has been developed in line with a wide range of guidance. The policy can be cross-referenced with the following: Behaviour policy, Child Protection policy, Equal opportunities policy, ICT & E safety Policy, Wirral anti-bullying guidance (2004 onwards), SEAL programme.

Gayton Primary School Anti-homophobia and anti-transphobia policy

Legal framework

Gayton Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, transgender (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The duties to promote equality in relation to sexuality, transgender and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.

Guiding principles

In fulfilling the legal obligations we are guided by the following principles:

Principle 1: All learners and other members of the school community are of equal value.

All members of our community have the right to feel safe and valued. It should be understood that there are lesbian, gay and bisexual, transgender people and those who experience gender disphoria in every community including, every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia or transphobia.

Principle 2: We recognise and respect difference.

We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees,

governors, parents, visitors and pupils in our school community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards diversity including with regard to sexual orientation and gender identity
- positive interaction and good relations between different groups and individuals in an absence of prejudice-related bullying and incidents, including specifically homophobia, transphobia and the stereotyping of gender behaviours

Principle 4: We aim to reduce and remove inequalities and barriers that already exist

We will challenge all instances of homophobic/transphobic bullying or derogatory language and work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity. The senior leadership and governing body will monitor progress towards equality in relation to sexuality and gender identity. No-one within our community has the right to discriminate against any other member of the school community.

Roles and Responsibilities

All members of staff are expected to:

- promote a fully inclusive ethos in the classroom, curriculum and playground in which different families are represented
- teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexuality and gender
- deal with any prejudice-related incidents that may occur
- teach and support pupils to respect and understand diversity

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The governing body has a watching brief regarding:-

- the implementation of this policy in relation to staffing, employment and recruitment practices, well-being and whistle blowing.
- the implementation of this policy in relation to the school site, visitors, and the learning environment.
- the implementation of this policy in relation to the curriculum, the barriers to learning for vulnerable groups and any incident trends.

The Head teacher is responsible for implementing the policy; for ensuring that all

staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexuality or gender identity, including supporting the school to prevent the use of derogatory language.

