

Guildford Grove Primary School and Children's Centre

Anti-Bullying Policy

It is our task as staff at Guildford Grove School and Children's Centre to promote and support our children's learning and enable each one of them to achieve more than they thought possible. We endeavour to provide a school day that excites, challenges and motivates each child and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

There are clear expectations of behaviour at Guildford Grove School and Children's Centre and these are embodied in the school's Code of Conduct and this Anti-Bullying Policy. Our school/centre allows the children to flourish in an environment which does not tolerate any form of bullying or harassment.

Key Objectives

- to provide a whole school definition of bullying;
- to outline strategies for the prevention of bullying;
- to outline procedures for reporting and dealing with incidents of bullying;
- to provide a safe environment for all children to learn and play and for parents to access the support they need;
- to define the roles of the parents', school and pupils in addressing issues associated with bullying;
- to support the victim and the bully.

Definition of bullying

The staff at Guildford Grove, the School Council, parents/carers, children and representatives from the local community agree that,

"Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported."

Safe to Learn: embedding anti-bullying work in schools, DCSF 2007

As a result of an Anti-Bullying workshop involving staff, governors, pupils, parents and other representatives from our local community, we have redefined bullying as the following:

Bullying is a negative behaviour that deliberately intimidates a targeted individual on a repeated basis. These intentional and calculated actions can be carried out by a group or individual and can often be subtle and secretive. This can be damaging to the victim's mental state and/or physical body and can result in them feeling isolated, helpless, anxious and unsafe.

We recognise that bullying can take many forms. These include:

- **Physical** – hitting, pushing, kicking, taking or damaging the property of others;
- **Verbal** – name calling, teasing, insulting, making offensive remarks or threats;
- **Emotional** – spreading nasty stories, exclusion from social groups, being made the subject of nasty rumours, gestures, looks;
- **Cyber** – sending nasty/offensive messages or images via: email, text, social networking sites, VLE, computer games, chat rooms, forums or blogs (**see E-safety Policy**).

We understand that bullying can discriminate on the grounds of:

- **Race, religion or culture**

Guildford Grove acknowledges its commitment to the promotion of equality of opportunity and the promotion of good race relations between people of different race, ethnicity and nationality. Identified actions to tackle discrimination and promote equality and good race relations are identified in the school/centre Equality Policy (**see Equality Policy**).

- **Sexual orientation or gender equality**

Preventing and responding to homophobic/biphobic and transphobic bullying is part of Guildford Grove's strategies for tackling bullying. Homophobic/biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Transphobic bullying occurs when bullying is motivated by prejudice against transgender people. This includes pupils, staff, parents or carers.

Guildford Grove promotes equality of opportunity between men and women (including boys and girls). The school/centre Single Equality Scheme shows how the school/centre intends to fulfil our duties to this area.

- **Body Image**
- **Educational Needs**

(**See Special Educational Needs Policy**)

- **Disability**

Disability Equality – At Guildford Grove we understand our duty to promote equality of opportunity between disabled people and others.

- We recognise our duty to eliminate harassment of disabled people that is related to their disability.
- We promote good attitudes towards disabled people and encourage participation in public life.
- We take steps to meet disabled people's needs, even if this requires more favourable treatment.

(**see Single Equality Scheme**)

Strategies for the prevention of bullying

All staff (teachers, TAs, Signing TAs, support staff and Lunchtime Supervisors) at Guildford Grove work hard to support and promote the positive ethos of the school. This work permeates all aspects of school/centre life and ensures that all children are aware of bullying and its effects and allows individuals to build their confidence and raise their self-esteem.

- a whole school/centre Code of Conduct which is constantly referred to;
- classroom rules that are written by the children;
- positive reinforcement of good choices;
- positive and encouraging marking;
- whole school use of 'quality circles' where each child's comments are valued;
- whole school use of E-safety lessons as part of the ICT curriculum;
- whole school use of the 'Stargate' PSHE programme;
- a School Council run by the children which addresses issues raised by the whole school;
- an inclusive policy which reflects the acceptance of all;
- celebration of diversity and differences;
- high expectations of good behaviour;
- positive adult role models;
- the use of drama to raise the children's self-confidence;
- whole school and class assemblies which address PSHE issues;
- individual work with children and families;
- anti-bullying week to raise awareness of different types of bullying to make children aware of their responsibility to speak up and report incidents of bullying (role of the bystander), and to teach strategies for dealing with bullying (for both the victim and the bully);
- e-safety parent workshops to help parents keep their children safe when using technology at home (see E-safety Policy);
- information about e-safety available on the school website;
- e-safety day to teach children about how to stay safe online;
- giving the children a range of self-help strategies (e.g. using Kelso's Choices) to manage low level situations more independently - conflict management;
- immediate intervention by staff to challenge any inappropriate behaviour by adults in the school or centre;
- the use of the restorative approach when dealing with problems that arise on the playground, to prevent problems escalating to bullying behaviour

All these actions fully support government guidance for anti-bullying in schools
Preventing and Tackling Bullying, DFE 2013 & *Safe to Learn: embedding anti-bullying work in schools*, DCSF 2007

Lunchtimes at Guildford Grove

The school works hard to ensure that lunch times are a positive experience for all children. The supervisors organise a wide variety of structured play that keeps the children engaged during the hour. Lunchtime staff are involved in different school initiatives and training (including using the 'Restorative Approach'). They are briefed regularly during a meeting with a senior member of staff to ensure that they are aware of the needs of individual children and to allow them the opportunity to learn more about the management of pupil behaviour. They have written a *Lunchtime Handbook*, which defines procedures for the lunch hour.

Procedures for reporting and dealing with incidents of bullying

Incidents of Poor Behaviour:

If a child or an adult reports an incident, the following procedures will be carried out:

- if incident at playtime/lunchtime, the teacher on duty or lunchtime supervisor will attempt to resolve the situation using restorative approaches;
- if necessary, the child's class teacher/teaching assistant will be informed;
- the class teacher/teaching assistant will discuss the incident with all parties involved, inform parents if necessary and monitor the situation in coming weeks;
- if the incident is repeated or cannot be suitably resolved by the class teacher, it will be brought to the attention of the Head, Deputy or Assistant Headteachers;
- the Head or Deputy Headteachers will listen to all parties and make a written record of any actions taken and review dates;
- the class teacher/teaching assistant will record the incident on CPOMS

Incidents of Identified Bullying:

- if the incident is considered to be bullying, it will be recorded on a 'Bullying Incident Record Sheet' by a member of the senior leadership team and kept in a file in the Headteacher's office; parents of all parties (bully and victim) are informed;
- SLT/teacher will record the incident and actions taken using CPOMS
- bullying behaviour is sensitively exposed and strategies are employed to support the victim and the bully;

- consequences for the bully are implemented and the victim is informed of these;
- the HSLW will be included, if necessary, to work with the victim or the bully (E.g. raising self-esteem, learning different coping strategies);
- staff are informed of the situation and updated as necessary;

This Anti-Bullying policy has been devised from a workshop with representatives of the whole school community, including children, staff, parents, governors and other members of the local community. It will be reviewed annually and amended as necessary to ensure that it reflects current practice.