



Thomas Gray Primary School



Anti-Bullying Policy

Introduction

Thomas Gray Primary School regards the welfare and safety of its pupils as one of its top priorities and recognises the contribution it can make to protect children and support pupils in school and beyond.

At Thomas Gray we are committed to ensuring pupils, safety, health, economic well-being, enjoyment, excellence and participation in the community is promoted as an effective anti-bullying culture.

The school has a clear discipline and behaviour policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Discipline & Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Aims and Objectives

Bullying is wrong and damages children's individual and educational needs. Therefore, we do all that we can to prevent it.

This is primarily achieved through the development of a school ethos which bullying is regarded as totally unacceptable. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances.

We aim to produce a safe and secure environment where all pupils can learn without anxiety and where children build relationships by treating others as they would like to be treated.

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community.

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 whole issues of bullying.

We promote a culture where all adults and children are valued and treated with respect and dignity.

At Thomas Gray we:

- Discuss, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.

- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

What is bullying?

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

Creating an Anti-Bullying Climate in School

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's Curriculum and promote appropriate behaviour through direct teaching of our Jigsaw PSHE scheme.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others.

Preventing, Identifying and Responding to Bullying we will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupil's social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the PSHE/Jigsaw curriculum, through displays, through peer support, assemblies, circle time and through the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- The work of the Pastoral Leader ensure that vulnerable children are supported and protected from bullying or becoming a bully.

The Role of the Governors

The Governing Body supports the Headteacher in the employment of anti-bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Headteacher to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken. Any racial incidents are reported to the Local Authority and to Governors.

The Headteacher retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the Governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Headteacher in response to a bullying incident they have the right to make a formal complaint to The Governing Body. The Governing Body should respond to any formal complaint within ten days and must notify the head teacher of the need to investigate 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 deal with incidents of bullying.

The Headteacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE lessons, PSHE/Jigsaw lessons and when dealing with specific incidences of inappropriate behaviour. This is reinforced through our school ethos, 'Bringing out the Best in Bootle' and its principles.

The Headteacher has specific responsibility for developing a school climate of mutual support and praise, thus 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 Headteacher ensures that **all staff** receives sufficient training to be equipped to deal with all incidents of bullying.

Informal communications between staff and with parents are undertaken immediately a bullying issue arises. Where appropriate this is shared with other members of staff at staff meetings and ways of addressing individual problems are discussed.

The Role of All Staff Members

We have a collective responsibility for discouraging and responding to any incidences of bullying. Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

If members of staff witness an act of unkindness, they do all they can to support the children involved following discipline and behaviour procedures. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who was bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child repeatedly involved in bullying other children, we inform the headteacher and the special needs co-

ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

All staff must follow the agreed Behaviour and Discipline policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence on an incident form. These are subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with out Behaviour and Discipline and SEN policies.

Teachers support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

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 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.

The home school agreement provides a clear outline for parents to encourage their children to be positive member of the school.

Monitoring and Review

The effectiveness of our anti-bullying strategies are monitored by the headteacher on a day-to-day basis and written reports are submitted to the governing body identifying behaviour issues and the effectiveness of the policy on a regular basis.

This anti-bullying policy is the governors' responsibility and they review its effectiveness, by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The Governing Body reviews this policy every two years.

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with Thomas Gray Primary School's Anti-Bullying Policy.

Name

Position/Post Held.....

Signed Date