



Anti-Bullying Policy

All schools have a legal duty to take bullying seriously - School Standards and Framework Act 1988.

Graiseley Primary is a small inner city school. It operates a one form entry system with an admission limit of 30. There are approximately 170 pupils in the school which includes 14 children in the nursery.

The pupils come from many ethnic backgrounds and speak many different languages. Most pupils attending Graiseley Primary are from Asian backgrounds, with Punjabi and Hindi the most common home languages. Many families in the area experience considerable hardship.

The net capacity assessment of the school (which is based upon teaching and non-teaching spaces) is 204 with the derived indicated admissions number of 29 which is lower than the planned admissions number of 30. The school is part of the Graiseley site.

At Graiseley Primary we take bullying very seriously and we aim, as a school, that every member of the school community feels valued and respected. We are a caring community, whose values are built on mutual trust and respect for all. We aim to provide an environment where everyone feels happy safe and secure. The school does not tolerate bullying of any kind. Whilst it is difficult to stop bullying occurring, we do everything in our power to ensure everyone can attend free from fear and intimidation.

Our school ethos focusses on promoting good behaviour through positive reinforcement and rewards as stated in our Behaviour and Rewards Policy. This anti-bullying policy has been developed in an attempt to achieve a consistent approach throughout our school to safeguard our children and should be read in conjunction with our Behaviour and Rewards Policy.

It is important to us that the whole school community including all pupils, parents, governors and staff understand our stance against bullying and supports our efforts to promote and maintain a safe, secure and happy school.

Our Agreed Definition of Bullying

Definitions are very important because of the ambiguous way that bullying can be interpreted by different individuals. Two members of staff could witness the same incident and perceive it quite differently therefore we need to have an agreed definition of bullying to ensure consistency.

Bullying is the use of aggression with the intention of hurting another person. Bullying involves a power imbalance. Bullying results in pain and distress to the victim. Bullying is not a one-off incident it is something that happens:

Several Times On Purpose.



Bullying can be:

- Physical, which can involve pushing, hitting, kicking, punching or any use of violence.
- Verbal, which can include name calling, sarcasm, spreading rumours, teasing.
- Cyberbullying, which is the use of technology to bully, the misuse of email, internet and social networking sites, threatening texts and calls, misuse of camera/video facilities.
- Emotional/Psychological, which can be excluding others, tormenting them (hiding books, threatening gestures when staff can't see), ridicule, humiliation, making deliberately hurtful comments about family members.)
- Homophobic, which happens as a result of a young person's sexuality or perceived sexuality.
- Racist, which is the use of racial taunts, stereotypes, graffiti, and offensive gestures.
- SEN & Disability, which is becoming a target of bullying due to learning disabilities/learning difficulties and/or physical/mental impairment.
- Sexual bullying is unwanted physical contact or sexually abusive comments.

Reasons Why Children are Sometimes Bullied

There are many reasons why a child may become a victim of bullying. In our school there is no reason that justifies bullying – there is a clear message that bullying is unacceptable. However, the school community should realise that some of the reasons for it happening include:

- Appearance
- Academic ability
- Ethnic background.
- Disability.
- Age.
- Religious faith.
- Gender.
- Identity.
- Sexuality.
- Anything that makes them different from others.

Signs and Symptoms of Bullying.

Pupils may not want anybody to know that they are being bullied because they are afraid of reprisals or embarrassed, however changes in behaviour could include:

- refusing to go to school
- complaining of feeling ill
- mood swings
- tearfulness
- aggression
- truanting



- possessions damaged or going missing
- unexplained cuts and bruises
- may bully siblings
- asking for extra money/stealing
- being very hungry (lunch money taken)

Myths about Bullying

“Bullying is natural, it will always happen in schools – there will always be a clear pecking order”.

“Some children just ask to be bullied – they are born victims”.

“Children need to learn to stick up for themselves – if they don’t they are bound to be bullied”.

“We can respond to incidents of bullying, beyond that there is nothing we can do”.

Aims of the Policy

We aim:

- To make our school a happy place for everyone.
- To create a secure environment in which children and adults are protected from bullying behaviour.
- To ensure that bullying incidents are addressed effectively and do not continue.
- To create a positive environment where bullying behaviour cannot thrive.
- To ensure a consistent approach throughout school, with regard to dealing with bullying.
- To promote the school ethos in which bullying is regarded as totally unacceptable.
- To encourage pupils to explore and express their feelings and emotions.
- To listen to children and take what they say seriously.
- To supervise and manage pupils positively, praising and rewarding good behaviour.
- To challenge racist, homophobic, sexist or any other inappropriate language in our school.
- To promote good self-esteem for all pupils.
- To be vigilant to the signs of bullying in every part of the school.
- To use teaching and learning styles, such as collaborative group working to encourage positive behaviour.
- To promote assertiveness and non-aggressive behaviour.
- To encourage pupils to take on duties and responsibilities.
- To be firm, fair and consistent in our management of behaviour.
- To be positive role models in our relationships with each other.
- To ensure that anti-bullying is an integral part of our school ethos.

Consultation

Latest Update: January 2020



This anti-bullying policy has been developed in consultation with the School Council. We regularly consult with our pupils via the Health Related Behaviour Survey.

The Role Of Staff

As a staff we aim to create a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to promote positive relationships as a preventative measure against bullying. Teaching staff address bullying through the curriculum in PSHE lessons as part of our planned PSHE programme.

We also use Circle Time, stories, assemblies and occasionally external providers such as Gazebo Theatre Group to support anti-bullying work. We take part in Anti-bullying Week every year and staff organise special activities to raise awareness of bullying.

If staff become aware that there is a bullying related issue in school that needs to be discussed with the children then this will be done through assemblies or specially planned PSHE lessons.

Staff take all forms of bullying very seriously, and intervene to prevent incidents from taking place. Staff are expected to be good role models to children in demonstrating positive, professional relationships with each other.

If staff witness a bullying incident, they do all they can to support the child who is being bullied whilst investigations take place and procedures are followed consistently. This will involve support for the target of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied. We understand that some children who have bullied may have unresolved issues causing them to behave inappropriately so therefore we explain why the action of the child was wrong, and we endeavour to help the child to develop empathy for the target and change their behaviour in future.

If a parent reports a bullying incident to a member of staff, they will be reassured that it will be taken seriously and investigated thoroughly and that we will respond to their concerns as soon as possible but definitely within 3 working days.

We want the parents of the target to feel confident that we will deal with any bullying incident promptly to ensure the safety of their child and keep them informed at every stage.

We will also speak to the parents of the bully to reinforce the message that we do not tolerate bullying in our school but also to establish how we can work in partnership to offer the best support to help the child improve their behaviour in future.

If a child is repeatedly involved in bullying incidents either as a target or as a perpetrator, we will discuss the situation with the Headteacher, consider a



referral to the MASH team for external support and initiate the Early Help process where necessary. We may refer targets of bullying to ZAP training days which teaches confidence and assertiveness building techniques as a preventative measure.

Peer Mentors are trained by Wolverhampton Peer Mentor trainers annually and there is a rota for the mentors to be on duty every day at break and lunchtime to support pupils on the playground and resolve issues. Serious matters are always reported to staff.

We will hold a staff meeting on an annual basis refreshing our knowledge of the contents of this policy and how to recognise the signs of bullying and the importance of responding to children appropriately to ensure positive outcomes for both parties.

Staff are expected to report all bullying incidents to Headteacher. The incident report form will be used by staff to record bullying incidents. All incidents will then be recorded on the SIMS Behaviour Management system. (More recently CPOMS is being implemented 2019 Aut)

The Role Of Head Teacher

The Head Teacher sets a positive tone in our school of mutual support, praise and encouragement.

The Head Teacher and members of the Senior Leadership Team will maintain a high profile at all times and especially when pupils are out of their classrooms. (e.g. before and after school, breaks and lunchtimes)

The Head Teacher is responsible for implementing the school anti-bullying policy and procedures.

The Head Teacher ensures that all staff are aware of the contents of the anti-bullying policy and the procedures they must follow to manage bullying incidents effectively.

The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy.

The Head Teacher ensures that all staff, parents and children know that bullying is wrong, and that it is unacceptable behaviour in school.

The Head Teacher ensures that all staff receive appropriate training and support to be equipped to manage bullying incidents appropriately.

We believe that children and adults who feel they are valued and that they belong to a friendly and welcoming school are less likely to engage in bullying behaviour.

The Role of Governors



The governing body fully supports the Head Teacher and staff in their efforts to make our school a happy and safe place for all. The governing body approves the content of the anti-bullying policy before it is circulated. This policy clearly states that the governing body does not tolerate bullying behaviour in our school, and that bullying is taken very seriously and dealt with appropriately and consistently.

The governing body ensures that positive behaviour is promoted in school through related policies i.e.: Behaviour and Discipline, Teaching and Learning, PSHE and Complaints.

The governing body reviews the effectiveness of the anti-bullying policy and procedures regularly. The governors require the Head Teacher to keep thorough records of reported incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying practice and procedures.

The governing body responds to any formal request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher who will be expected to conduct an investigation into the case and to report back to a representative of the governing body within three weeks. The governing body may be involved if a disciplinary procedure is instigated following a serious bullying related incident.

The Role of Parents and Carers

Every effort will be made to forge positive links with parents and carers. Parents and carers are made aware that they are welcome to come and discuss any concerns including bullying with staff. Parents and carers have a right to request a copy of school's anti-bullying policy. The policy will be made available on the school website. Parents and carers 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 and carers who are concerned that their child might be being bullied should contact the class teacher in the first instance. This information is communicated to parents when their child joins the school via the school prospectus.

The Role of Pupils

Pupils in our school are taught what to do if they or someone else is being bullied, through assemblies, stories, PSHE lessons and occasionally external providers. We teach children (at an age appropriate level) that it is wrong to bully others and that the best way to deal with it is to tell a trusted adult.



Children are regularly reminded of their responsibilities to each other and that they can do something positive as a bystander in a bullying situation by informing an adult.

Listen carefully and reassure the child that we are taking it seriously.

Report it to HT/SLT.

Investigate thoroughly.

Provide support to target if required.

Punish perpetrator and provide appropriate support if required.

Contact/inform both parents.

Record actions using SIMS.

Consider external referrals where necessary.

Aim to do the above within 3 days if required.

Positive Interventions for Break and Lunchtime

Positive relationship building opportunities for lunchtime supervisory staff and pupils.

Involve pupils and lunchtime supervisory staff in planning for positive playtimes.

The School Council to discuss ideas for the above.

Play equipment available for pupils to use during break/lunchtime.

Zoned areas to provide space for active/quiet play.

Clear rewards and sanctions to encourage positive behaviour.

Clear procedure for reporting and recording incidents.

Training opportunities for lunchtime supervisory staff.

Regular meetings with lunchtime supervisory staff.

Fully trained peer supporters available to support pupils.

Sanctions

Our sanctions are in line with those in our Behaviour and Rewards Policy as follows:

- Minor incidents will be dealt with by the class teacher
- More serious incidents will be dealt with by the Head Teacher.
- Serious incidents will involve a meeting between parents and the Head teacher
- A major incident may involve a fixed term exclusion.

Monitoring and Review

This policy is monitored by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

This policy will be reviewed and its content have been approved by the governing body.

This policy is available to parents on request and on the school website.

A user friendly version of this policy containing the key points has been produced and circulated to staff, parents and children.



Signed:.....S Nasa..... Date:.....21.09.20.....

Review Date:Sept 2021.....