

## Galley Common School

### Anti-bullying Policy

#### Definition

Bullying is action taken by one or more people with the *deliberate* intention of hurting another person, either physically or emotionally. In the school environment it can be found amongst both the pupils or the staff. Amongst children this should not be confused with normal playground play, which can occasionally become boisterous. Bullying can take many forms, but the main types are:

- Physical: pushing, punching, any form of violence, threats
- Verbal: name calling, insulting, making offensive remarks, teasing
- Emotional: tormenting, threatening, ridiculing, humiliating
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact, abusive comments
- Cyberbullying – Misuse of all areas of internet, such as email and internet, chat, Twitter, Facebook. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, I-pad, games consoles.

#### Aims and Objectives

Bullying is wrong and damages individuals. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. The staff make it clear that bullying will not be tolerated or that all incidents will be taken very seriously.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety; where pupils respect each other and accept differences.

The emotional distress caused by bullying in whatever form, be it racial or as a result of a child's appearance, behaviour or special educational needs, can prejudice school achievement, lead to lateness, truancy or in extreme cases end with suicide. Children will be encouraged to report any bullying to staff they can trust.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to support both the victim and the bully, acknowledging that our pupils are very young children and are learning acceptable behaviour alongside other social and academic skills.

#### Pupils

If children are being bullied at school, they will not always be prepared to tell those in authority. If a child or his/her parent makes a disclosure it will be treated seriously. For those children who are unable to inform staff about their problem, observations regarding specific behaviour patterns should be routinely established. Signs of bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing belongings

- Refusal to talk about the problem
- Being easily distressed

Staff will be able to use their knowledge of the children to identify changes in their behaviour that might indicate bullying. Investigation will be undertaken:

- All bullying concerns are treated as confidential
- All bullying problems will be taken seriously
- All incidents will be investigated thoroughly
- Bullies and victims will be interviewed separately
- Where possible, witness information will be obtained
- A written record of the incident, investigation and outcomes will be kept
- Other staff will be informed to ensure careful monitoring of the children involved and follow up systems are in place

### **Online Safety**

The Internet is an essential part of education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience.

- We believe it is essential for Online Safety guidance to be given to the pupils on a regular and meaningful basis. Online Safety is embedded within our curriculum and we continually look for new opportunities to promote Online Safety.
- Educating pupils about the online risks that they may encounter outside school is done informally when opportunities arise and as part of the Online Safety curriculum
- Pupils are taught about copyright, at their level, respecting other people's information, safe use of images and other important areas through discussion, modeling and appropriate activities
- Pupils are aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member or Cyber Safe abuse button.
- Pupils are taught to critically evaluate materials and learn good searching skills through cross curricular teacher models, discussions and via the Computing curriculum

Action will be taken to prevent further incidents, such as:

- Discussion of the bullying behaviour
- Bullying prevention and raised awareness strategies such as Anti Bullying week (as part of the SEAL syllabus), whole school assemblies and involving theatre groups which tackle the issue of bullying
- Imposition of sanctions
- Apologising
- Informing the parents of both the bully or bullies
- Providing support for both the bully and the victim
- Developing a sense of trust – keeping the bullied child safe while working with the child who is bullying to manage the situation

## **The role of the Teacher**

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they can do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then after consultation with the teacher, the Head Teacher informs the child's parents.

The Head Teacher keeps a pupil/parent logbook in the Head Teacher's office where any incidents of bullying that occur within school hours are recorded.

If teachers become aware of any bullying taking place between members of a class, they 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. They spend time talking to the child who has bullied, explain why the action of the child was wrong and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, teachers inform the Head Teacher and the Special Needs Co-ordinator. The Head Teacher then invites 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 Head Teacher may contact external support agencies, in full consultation with parents.

Teachers may attend training, if appropriate, which enables them to become better equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to 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 incidents of bullying.

The school uses the SEAL (Social and Emotional Aspects of Learning) unit on Anti bullying and the PATHS programme. Assemblies allow for discussion about bullying, identification and procedures. There is a Transition policy which helps to support the transition from the Foundation Stage into Key Stage 1 and from Key Stage 1 into Key Stage 2. An anti-bullying Information sheet is available in the entrance hall and on display in classroom Appendix 1).

## **The role of the Children**

Children are taught that there are different types of teasing and bullying; that bullying is wrong and how to help to deal with bullying. Children are held to account for their actions. We aim to ensure children learn to behave in a way which will not cause harm in the future e.g. social stories. They learn how to take steps to repair the harm they have caused.

## **The role of the Head Teacher**

It is the legal duty of the Head Teacher to take measures to prevent all forms of bullying among pupils; 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 Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong and that any bullying behaviour is unacceptable in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For an example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and how the victim should respond.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success and encourages pupils to be kind and thoughtful, so 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. Playground activities are available for all children during the lunchtime period to encourage active play.

Professional relationships between members of staff are conducted with respect and in a non-threatening manner. The Head Teacher has a duty to do all that is reasonably practical to ensure the health, safety and welfare of employees. As bullying can irrevocably damage the mental health of an individual, it is clear that responsibility extends to the eradication of bullying in the work place.

### **The role of Governors**

The governing body supports the Head Teacher in all attempts to prevent bullying in our school.

The governing body monitors any incidents of bullying that occur at each full governing body meeting and reviews the effectiveness of the school policy. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to investigate the incident and report back to a representative of the governing body.

### **The role of Parents**

Parents have a responsibility to support the school's anti-bullying policy, a copy of which can be found on the parents' noticeboard and to actively encourage their child to be a positive member of the school. They should contact school immediately if they have any concerns that bullying may be occurring in school.

### **Reporting Arrangements for Parents**

- Staff are trained in recording of telephone messages and handling visitors.;
- Staff are sensitive to the emotional needs of parents;

- Parents are confident staff will act promptly and take the concern seriously.
- Staff act promptly to issues raised by parents.
- Parents know how to take further action. The adopted complaints procedure for Galley Common School is available in the school prospectus and can also be found in Appendix 2.
- Following a report that bullying has taken place a survey is sent to the parent concerned, two months after the initial complaint, regarding their satisfaction with how the complaint has been dealt with (see Appendix 3)

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request and through the termly Head Teacher Report

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook and by discussion with the Head Teacher. Governors will analyse information (with regard to gender, age and ethnic background) of any children involved in bullying incidents. They are aware of the sensitive and confidential nature of the logbook and as such will treat the information with the utmost confidential respect.

Reviewed January 2021

Next Review: January 2023

## **Appendix 1: Anti-Bullying Information Sheet**

### **What is Bullying?**

It is if you feel hurt because other(s) are:

- Calling you names; (including on the internet)
- Threatening you;
- Pressuring you to give something to them;
- Hitting you;
- Damaging your things;
- Talking about you to others in an unkind way (including the internet)

### **This is what we do about bullying**

- Make sure that the person being bullied is safe;
- Work to stop the bullying from happening again;
- Help the person being bullied.

### **If you think you are being bullied:**

- Stay calm;
- Be firm and clear – tell them to stop;
- Move away;
- Tell an adult.

### **If you have been bullied:**

- Tell a teacher or another adult;
- Tell your family
- Ask a friend to help if you need to;
- Keep speaking until someone listens;
- Don't blame yourself.

### **Be clear about:**

- What has happened to **you**;
- **How often** it has happened;
- **Who** saw it happening;
- **Where** it happened;
- What you have **done** about it already.

## **Appendix 2 : Complaints Procedure**

Dear parents,

### **Compliments and complaints**

We strive to be a school where you are more than satisfied with what we do to support your child, especially in difficult situations. When you think we do this particularly well, please let us know. Staff work hard for the pupils and we all want to recognise that.

But sometimes things may not go well. For example, you may feel that your child is being bullied and are not happy that the right things have been done to address this. We hope that good communication would solve such a problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems, and so improve our school systems further. But if the problem persists you may wish to make a complaint.

### **When should I complain?**

If you believe that something is seriously wrong then make a complaint. We will investigate it and base what we do on the governing body's agreed policy.

### **Whom do I contact?**

That depends on the particular situation. Often your child's class teacher or form tutor will be able to deal with the matter. More serious problems might require the intervention of a senior member of staff or the head teacher. Most problems can be solved in this way. A complaint about the conduct of the head teacher should go to the chair of governors, addressed to the clerk to the governors at the school address.

Certain specific complaints (e.g. about school admissions) are dealt with separately. Staff at the school or the local authority can advise you about where to direct your complaint or you can go to <https://www.warwickshire.gov.uk/schoolcomplaints> for further information

### **What if the matter is still unresolved?**

You should write to the head teacher, in the first instance, if you are dissatisfied with the handling of a complaint. The head teacher will investigate the matter and may invite you to a meeting to talk about it. The school may arrange for a suitable mediator to be present.

After trying all other avenues, you may decide to make a formal complaint to the governing body by sending a letter to the clerk to the governors at the school address. The governors will investigate and may invite you to meet them to discuss your concerns.

If you are still dissatisfied, after an investigation by the governing body, you may appeal to the local authority. In cases where you believe that the school has acted unlawfully or unreasonably, or failed to fulfil a statutory duty, you can take your complaint to the Secretary of State for Education and Skills.

If you want further information or support I recommend Parentline Plus to you as a source of information and advice (telephone: 0808 800 2222).

All this looks very formal, but very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the school get the best possible chance to succeed in their learning.

Yours sincerely,

Chair of Governors

**Appendix 3: Complaint Survey**

**G. Satisfaction survey for parents**

This could be sent to parents two months after a bullying enquiry has taken place at the school to test out satisfaction with school systems. It should not be used if there is an on-going complaints procedure.

Anyplace school

Dear Parent/Carer,

Two months ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give, your specific permission.

How easy was it for your child/you to report the bullying? (circle one)

1          2          3          4          5

(1: not easy)                      (5: very easy)

Comment if we could improve:

How satisfied are you with what we did to make your child feel safe? (circle one)

1          2          3          4          5

(1: not satisfied)                      (5: very satisfied)

Comment if we could improve:

How satisfied are you with the support your child has had since the bullying incident from the school? (circle one)

1          2          3          4          5

(1: not satisfied)                      (5: very satisfied)

Comment if we could improve:

Overall how satisfied are you with the way in which Anyplace school deals with bullying incidents? (circle one)

1      2      3      4      5

(1: not satisfied)      (5: very satisfied)

Comment if we could improve:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying, and make Anyplace school one where pupils and parents are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely,

Head Teacher