



Anti-Bullying Policy

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Guildford Grove Primary School and Children's Centre

Anti-Bullying Policy

School Values: A culture of achievement where all can succeed.

At Guildford Grove, we

- are responsible and respectful members of our diverse community
- are empowered to make safe, informed choices
- have high aspirations and a “can do” attitude to learning and we
- develop and foster our individual abilities and interests.

There are clear expectations of behaviour at Guildford Grove School and these are embodied in the school's Code of Conduct and this Anti-Bullying Policy. Our school 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/carers to access the support they need;
- to define the roles of the parents/carers, staff and pupils in addressing issues associated with bullying;
- to support the victim and the bully.

Definition of bullying

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. Bullying can also take place online and can be equally as damaging as bullying in person.

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 media, VLE, computer games, chat rooms, forums or blogs (**see Online 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 Equality Policy and our Equality Objectives (*see Equality Policy and Objectives*).

- **Sexual orientation or gender equality and identity**

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's Single Equality Scheme shows how the school 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 at Guildford Grove work hard to support and promote the positive ethos of the school. This work permeates all aspects of school 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.

- our whole school Code of Conduct is constantly referred to;
- classroom rules are written by the children;
- positive reinforcement is used for good choices;
- the whole school use various PSHE tasks where each child's comments are valued;
- the whole school use of online-safety lessons as part of the computing curriculum;
- our School Council run by the children address issues raised by the whole school;

- we celebrate diversity and differences;
- we have high expectations of good behaviour;
- our adults provide positive role models;
- we use of drama to raise the children's self-confidence;
- our whole school and class assemblies address PSHE issues;
- we often do individual work with children and families;
- we have an annual 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);
- we give the children a range of self-help strategies (e.g. using Kelso's Choices) to manage low level situations more independently;
- we use immediate intervention by staff to challenge any inappropriate behaviour by adults in the school;
- we use a 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 lunchtimes are a positive experience for all children. The play leaders 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.

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 there is an incident at playtime or lunchtime, the teacher on duty or lunchtime play leader will attempt to resolve the situation using restorative approaches;
- the class teacher or 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 or Assistant Headteachers will listen to all parties and make a written record of any actions taken and review dates;
- the class teacher or 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 CPOMS by Senior Leaders or the class teacher.
- 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.