



## **GATLEY PRIMARY SCHOOL**

# **ANTI-BULLYING POLICY**

This Anti-Bullying Policy should be read in conjunction with the Behaviour Policy, Responsible Use Policy and Equality and Diversity Policy, as together they establish the general ethos of the school.

May 2018

## VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
17.11.2014	2.0	Policy reviewed.	V McManus
16.11.2015	2.1	Policy reviewed.	V McManus
12.05.2017	2.2	Policy reviewed by Teaching & Learning Committee	J Keating
11.05.2018		Next Review	J Keating
15.06.2018	3	Policy reviewed	H Sinclair/R Keeping



Vanessa McManus, Head of School

Date: 15.06.18

R Keeping/H Sinclair,  
Chair of T&L Committee

Date: 15.06.18



Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

## **Purpose of the Policy**

The Anti-Bullying Policy should be read in conjunction with the Behaviour, Responsible Use and Equality & Diversity Policy, as together they establish the general ethos of the school.

The culture of the school is developed in line with:

- Health Promoting Schools Scheme
- Healthy Schools Scheme (Stockport LA)
- Health & Safety Policy
- Equal Opportunities Policy
- Supporting Pupil Behaviour (Stockport LA)
- PSHE and Citizenship Scheme of Work- SEAL
- Home School Agreement
- E-Safety Policy/VLE
- Inclusion Policy

*This policy has been written with reference to the “Keeping Children Safe in Education” DFE 2016 “Anti-Bullying Review Guidance” for Stockport LA and “Preventing and Tackling Bullying” DFE July 2017. “Cyberbullying: Advice for head teachers and school staff” DFE November 2014*

## **Policy Aims**

The aims of the policy are as follows:

- To ensure a safe and secure environment where all children can learn without anxiety and feel valued.
- To ensure that pupils feel able to report bullying and assured they will be listened to.
- To develop a school ethos and curriculum which adopts preventative strategies to avoid all forms of bullying.
- To make all those connected with Gatley Primary School aware of our opposition to bullying.
- To produce a consistent and clear school response to any behaviour deemed as bullying and beyond the school to support families.
- To enable children to feel secure that they can confide in a member of staff, if they are being bullied.
- To support children who engage in bullying to learn to behave in ways that do not cause harm in future.

- To engage the whole school community in developing and reviewing the anti-bullying work in school.
- To ensure that occurrences are recorded and audited.

### Definition of Bullying

At Gatley Primary we define bullying as a person or persons who consistently and repeatedly take action to deliberately intimidate or hurt another person by verbal, emotional or physical abuse. (This includes cyber bullying)

The school policy takes account of all methods of bullying as defined in Appendix B.

### Consultation Process

Aspects of the policy are reviewed in consultation with the children during Anti-Bullying Week in November annually.



The definition is shared with the whole school community through assemblies, meetings and visual displays.

The Pupil's Survey also includes questions about bullying.

### **Preventative Procedures**

The school actively uses preventative measures including:

- supporting relationships and buddy systems;
- events - Anti-Bullying Week, assemblies, PSHE activities;
- collecting stakeholder views – surveys, table cloth activities, journal reflection, interviews, and newsletters;
- training – meetings;
- learning environment – open, access, child focussed, supervised.

### **Responding to an Incident**

The following approach is used as a first line procedure to respond to instances of bullying:

- All incidents will be recorded on a parent meeting record and parents of all children involved will be informed at the appropriate level.
- An investigation will be carried out to ascertain whether the incident is regarded as bullying.
- If the incident is regarded as bullying then the 'Record of Incident' form will be completed and strategies to resolve issues agreed with the families.
- A trusted adult will be identified to enable the victim to confide further instances.
- When pupils do not respond to preventative strategies to combat bullying, specific measures will be used (see behaviour policy).
- Where necessary, more targeted support will be accessed from external agencies.

### **Support available**

Support for the victim and the bully will be available. This will come from the class teacher and a senior member of staff. Support groups may be formed to support the victim in gaining self-esteem and self-confidence. The bully will be given support to change their behaviour.

### **Implementation**

This policy has been adopted by the whole school community. The Governing Body have ratified the policy; copies will be available on written request. Children will be made aware of the agreed policy through Assemblies and PSHE activities.

### **Curriculum**

Anti-bullying issues are embedded in the long term plan for PSHE and Citizenship. Alongside this other subject areas address the issues, such as English (stories that raise issues), RE, PE and also through assemblies and circle time.

### **Monitoring**

All incidents of bullying will be recorded. Senior members of staff, who deal with incidents associated with bullying, will feed back to relevant members of staff. Any bullying incidents must be shared and dealt with by a senior member of staff. (See Appendix A - Bullying Incident Record Sheet). School will report incidents of bullying to the Governing Body which meet the outlined school definition on a termly basis.

### **Evaluation**

Once the policy is implemented it will be evaluated for its effectiveness by, in the first instance, the Assistant Headteacher. The school community and the School Council will also take part in the evaluation. The Anti-Bullying Policy will be evaluated annually with all staff.

### **Raising Awareness**

Pupils, Staff (teaching and non-teaching), Governors, Parents and members of the wider school community are made aware of the development of the anti-bullying policy through questionnaires, workshops/meetings, visits and school newsletters.

### **Review**

The anti-bullying policy is the Governors' responsibility and they will review the effectiveness of the policy in achieving its aims on an annual basis. This should be carried out in conjunction with data gathered from the annual anti-bullying event each November and feedback on number of incidents within the headteacher's report.

**APPENDIX A**

<b>RECORD OF INCIDENT</b>
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Form Completed By	
Child's Name	
Staff Involved	
Details of Incident	
Follow Up	
Action Taken	
Parental Involvement	
Monitoring / Review	
Date of final review	



## **APPENDIX B**

### **Methods of Bullying**

#### **Bullying can be:**

- **Physical** – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else’s property, or making people do something they don’t want to do.
- **Verbal** – name calling, mocking, taunting, spreading rumours, blackmail and threats.
- **Indirect / Emotional** – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable.
- **Racist** – racial taunts, graffiti, gestures, name calling.
- **Sexual** – unwanted physical contact, comments of an unwelcome sexual nature, sexual assault, abusive images.
- **Homophobic** – because of, or focussing on, the issue of sexual orientation.
- **Cyber** – harassment, alarm, distress or humiliation caused by use of internet and telephone technology e.g. texts, emails, websites.
- **Disability** – bullying of children and young people with special educational needs and / or disabilities.

**It is important to realise that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Services.**