Dream, believe, achieve

Respectful   Trustworthy   Friendly   Courageous Caring Responsible

Peter Gladwin Primary School
Anti-Bullying Policy
Reviewed & updated **October 2023**;
Ratified 16th November 2023
next review date October 2025

1. Ethos
Peter Gladwin Primary School does not tolerate bullying of any kind. We are a caring community whose values are built on mutual trust and respect. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all. Our anti-bullying policy is part of our commitment to the safeguarding of all our pupils.

2. Aims
At Peter Gladwin School we aim to:
- foster a caring, supportive ethos in which bullying is not tolerated
- ensure that everyone is treated fairly
- include regular anti-bullying work within the curriculum
- encourage a 'telling' culture
- treat all reports of bullying very seriously and record and report each one (using CPOMS and local authority procedures)
- work in partnership with parents

3. What is bullying?

3.1 Bullying behaviour is normally characterised by:
- deliberate aggression – where someone wilfully seeks to harm another
- a perceived imbalance of power – where those being harmed feel powerless
- aggression that leads to pain and distress – pain that can be physical and/or emotional
- action that takes place over a period of time – a single isolated incident of aggression would not normally be described as bullying

3.2 Examples of ongoing bullying behaviour can include:
- writing offensive things about someone using graffiti, notes**,** letters
- verbally abusing someone by name-calling, making threats, using sarcasm etc
- physically hurting someone by pushing, shoving, tripping up etc
- damaging personal property by tearing clothes, ripping books etc
- excluding someone by making sure they are isolated from their friends and peers
- inciting others to bully
- using technology such as text messages, social media and e-mail
- peer-on-peer abuse (where a child, or group of children, abuses a 'vulnerability' or power imbalance to harm another)
- humiliating someone because they are seen to be 'different' (e.g. they wear different clothes, come from a different culture, have a different value system, follow a different religion etc)

3.3 Managing and recording incidents of bullying
Reports of alleged bullying incidents can come from a number of sources including pupils, parents/carers, staff and members of the community.
When reviewing an incident we will try to establish:
- which pupils were involved
- the nature and the extent of the bullying and where it was taking place
- the effects on the person(s) being bullied
- the nature of the relationship between the perpetrator(s) of the bullying and those experiencing it
- if there were any triggers to the behaviour
- the support and disciplinary measures required to try to resolve the difficulty

Our priority is to restore a sense of safety and wellbeing for the child who has experienced the bullying and to encourage better behaviour from those who have perpetrated it; the school's trauma-informed Behaviour Policy and Restore & Repair initiative support this restorative approach. Some incidents are ended quickly and with limited intervention, other incidents can be very complex and demand a great deal of expertise. In some circumstances, incidents of bullying may require support from other professionals such as the school counselling service. The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

3.4. Sanctions
Staff treat all reports of bullying very seriously and senior leaders record all alleged/actual incidents of bullying via the school's CPOMS system. Every term a return of the number of bullying incidents is sent to the Local Authority through the schools' information management system (Scholarpack/Bromcom).

When responding to a particular incident we will consider (in line with our Positive Behaviour Policy):
- the age of the children involved
- the nature of the incident
- whether there are any behavioural/learning needs which could affect a child

- behaviour towards others
- whether children have been involved in any previous incidents
- our duty of care to all pupils and staff

Should bullying be confirmed, the child is counselled and a sanction is enforced, which reflects the seriousness of the particular incident, e.g. restorative processes, withdrawal of privileges, written apology. In exceptional circumstances, bullying may result in exclusion from school.

4. Expectations – roles and responsibilities

4.1 All members of the school community have a part to play in developing a positive, anti-bullying ethos by:
- promoting equality and nurturing a sense of identity and belonging for all
- encouraging achievement and having high expectations of all pupils
- celebrating success in its widest sense
- promoting positive behaviour
- encouraging the active participation of pupils in decision-making and school life

4.2 Encouraging a 'telling' culture
We recognise how difficult it can be for pupils and parents/carers to take action on bullying and how bullying can thrive on fear and secrecy. The key messages for pupil are:
- if you feel you are being bullied, tell someone - don't suffer in silence
- if you think you see someone being bullied, tell an adult immediately
- don't think that it's OK to be a 'by-stander', this can give the impression that you think that bullying is acceptable when it never is
- children are encouraged to report the incident to any adult in the school setting. They may write a note to their teacher, mention it to a member of the senior leadership team or have a quiet chat with a classroom assistant or other trusted member of staff.

4.3 The staff
Through the curriculum, class-work and assemblies the staff plan for the children to have regular opportunities to reflect on the issues surrounding bullying and to develop and practice the skills for dealing with any incidents that might occur. Anti-bullying work is contained in the school programme for PSHE that has been implemented throughout the school. The school's UNCRC Rights Respecting School Gold Level Award supports and enhances our anti-bullying ethos.

4.4 Parents and carers
Parents and carers have a vital role to play in supporting their children and working in partnership with the school. Parents/carers are informed of any incidents of bullying affecting their child. After an incident of bullying has been confirmed, we will ensure that parent/carers know:
- the steps that will be taken to resolve the incident
- the progress towards a satisfactory conclusion

4.5 The Headteacher
The Headteacher has the day-to-day responsibility for implementing the anti-bullying policy and ensuring that any act of bullying or intimidation is acted on immediately.

4.6 Governors

Governors are responsible for ensuring that the school anti-bullying policy is implemented. The Governors support the Headteacher in carrying out these guidelines and may give advice to the Headteacher about particular disciplinary issues.

5. Staff development
All members of staff will have access to advice and CPD as necessary, within the resources available to ensure the effectiveness of this policy.

6. Monitoring and Evaluation
The policy will be reviewed bi-annually by the Governing body.

7. Linked policies:
- Behaviour Policy
- Equalities objectives
- Exclusion Policy
- Child Protection & Safeguarding Policy
- PSHE & RSE policy