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| Anti-Bullying Policy Document  Gilbrook School |

**Mission Statement**

*At Gilbrook school we aim to provide a happy, stable and caring environment where everyone feels safe and is able to reach their full potential. We promote positive attitudes towards ourselves and others and encourage appropriate behaviours to function successfully in a school environment and as good citizens.*

**What is bullying?**   
Although there is no legal definition, [[1]](#endnote-1) bullying can take many forms: from teasing and spreading rumours to pushing someone around and causing physical harm. It often happens in front of other people.

It includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people’s belongings, gossiping, excluding people from groups, and threatening others.

Some bullying is obvious, and some pupils in school do disclose, usually to someone they trust. Most instances of bullying happen out of sight of staff, and we have to be aware of places where bullying can take place. One of the more common places is the school playground. However, it can take place in any part of the school, especially at times when supervision is more relaxed, or there are less staff for supervision e.g. breaks, in the hall, and lunch time. There have been occasions when bullying has occurred on school transport. We do not have control on school transport, but we should be made aware, if it happens, and be able to support in dealing with it. We should have control in school and be aware when and where it is likely to occur.

**Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We will make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

At Gilbrook we aim to provide good role models and to encourage older children to set a good example to the younger children. From the first day a child enters into our school, they are a member of our small school community, and we encourage the older children to look out for the younger ones without stifling their independence.

The school council/wellbeing committee is the children’s forum which gives them a direct input into school life.

**The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of serious or persistent bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher 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 role of the Headteacher**

It is the responsibility of the Headteacher 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 Headteacher reports to the governing body about the effectiveness of the antibullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable

behaviour in this school. The Headteacher draws the attention of children to this fact at suitable

moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why there are consequences. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, 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. (Weekly celebration assembly, class reward systems)

**The role of the Teacher and Teaching Assistants**

Teachers at Gilbrook take all forms of bullying seriously, and intervene to prevent incidents from taking place. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children then the Headteacher is informed, although all incidents are on CPOMs which is monitored by all SLT so they will already be aware and most likely will have had input. At this point it would be necessary to invite 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 Headteacher may contact external support agencies.

Staff use CPOMs to record incidents of bullying, this ensure SLT are alerted and there is a clear timeline of incidents and interventions. Teachers, where appropriate attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers at Gilbrook attempt to support 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.

We also work with pupils on modeling positive interactions and behaviours. In addition we use scripts such as what could we have done better/differently? This is ensure the culture and ethos reflects the values of the school.

**The role of parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.

Parents 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.

**Possible signs of bullying:**

* Unwilling to come to school
* Become withdrawn, perhaps even stop eating
* Belongings, and money continuously going missing
* Refuses to say why s/he is unhappy
* Loses interest in school work

**Effects and consequences of bullying:**

* Lives are made miserable
* Loss of self-confidence, low esteem
* Poor concentration affects learning and levels of achievement
* Tries to avoid other children

#### **When do we discuss bullying**

* When appropriate in the timetable.
* Immediately after an incident
* Class times e.g. Circle Time as a more general theme.
* In PSHE lessons.

These are all monitored within the procedures in schools; such as attendance, PSHE and social skills. Staff are given opportunities to raise concerns in briefings and meetings. Interventions are discussed during these times to allow a collective input in supporting pupils and so all staff are aware. This ensures that there is constant monitoring of issues.

**Monitoring and review**

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

1. Government website gov.uk ‘Bullying at School’ [↑](#endnote-ref-1)