



Anti-Bullying Policy Autumn 2016



Rights Respecting School

Glusburn Community Primary School is proud to be a UNICEF Rights Respecting School. Our school was the first in North Yorkshire to receive the award in 2009.

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

Glusburn Primary School Mission Statement.

We want our school to be a place where everybody feels welcome.

We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.

We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

Our common values

- Show Respect
- Practise Manners
- Being Safe
- Working together
- Being Honest, Trustworthy and Responsible citizens.

Overriding common values:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Economic well-being

Every Child Matters

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.



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What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet ,such as: email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

- Bullying hurts. No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.



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Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In all cases of bullying, the incidents will be recorded by staff
3. Parents will be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour



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Prevention

- *Class charter*: Each class in key stage one and two has its own 'class charter', written and signed by the class.
- *Circle time / PSHCE* activities including:
 - writing stories or poems or drawing pictures about bullying
 - reading stories about bullying or having them read to a class or assembly
 - making up role-plays
 - having discussions about bullying and why it matters
 - Social and Emotional Aspects of Learning (SEAL) activities

- *Behaviour, Care, Guidance and Support*

The support, guidance and care provided to promote personal development and well being is provided through all staff including: teachers, support staff, MSAs and in particular the Learning Mentor and Parent Support Advisor. Pastoral guidance for pupils is provided through the school's website by accessing the 'Learning Mentor Page'; here children and parents can easily access quality information regarding issues such as: emotional well-being, how to be a good friend, **anti-bullying**; anger management, self-esteem, as well as explaining the Learning Mentor's role and how children and parents can access help. The quality of the information and individual guidance provided helps pupils make the best choices. Pupils are also guided by all school staff including the learning mentor and Parent Support Advisor.

- *Peer supporters*

Year 6 Peer Supporters are taught skills to help them solve problems and help resolve conflicts between others in a non-aggressive way; these skills include:

- Dealing effectively with their own relationships
- Developing their own self confidence
- Developing listening skills and becoming more assertive
- Problem solving

- *Play time 'Buddies'*

Playground Buddies encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely, making sure that all children feel happy at playtimes, referring children to Peer Supporters if necessary.

- *School Council*

Two dedicated members take on the responsibility of organising Anti-Bullying initiatives such as 'Anti-bullying week' and questionnaires.



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- *6th Form Mentor*

These students mentor vulnerable pupils who we feel would benefit from one-to-one guidance and support. These students also guide and support our year 6 pupils during their transition between primary and secondary school, helping to remove their worries and encouraging them tell someone if they feel that they are being bullied.

- *Crucial Crew*

Year 6 pupils attend activities organised by the uniformed services that emphasise their responsibilities as young adults, including guidance against anti-social behaviour.

HELP ORGANISATIONS:

Childline
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)
Parentline Plus
Youth Access
Bullying Online

0800 11 11
0845 1 205 204
0808 800 2222
020 8772 9900
www.bullying.co.uk
www.kidscape.org.uk