



Glusburn Community Primary School

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 Reg Charity No 1060322
 Headteacher Mr. R.Hunt

Glusburn School Anti-Bullying Policy

This policy was adopted by the Governing Body on	SEPTEMBER 2021
This policy is scheduled for review on	SEPTEMBER 2022

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

Respect
 Enquiry
 Appreciation
 Citizenship
 Honesty

Our Behaviour Expectations:

Ready
 Respectful
 Safe



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.

What is Bullying?

Bullying is the use of repeated aggression with the intention of deliberately hurting another person. Bullying results in pain (either physical and/or emotional) and distress to the victim. Bullying often involves an imbalance of power.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), spreading stories
- 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; Mis-use of associated technology, i.e. camera & video facilities

Bullying can occur between children; children and young people and staff; or between staff.

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.
- To recognise that the head teacher has the right to ensure that children and young people behave when they are not on school premises or under the lawful control of school staff.

Signs and Symptoms

A child may indicate signs or behaviour that he or she is being bullied. The following are common examples of some of the behaviour changes that may occur:

- Is frightened of walking to or from school, or travelling on school bus.
- Changes their usual routine
- Not wanting to go to school (school phobic)
- Becomes withdrawn, anxious, or lacking in confidence
- May cry themselves to sleep at night or has nightmares
- Lots of stomach aches, headaches or non-specific illness
- Stops making progress in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
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These signs and behaviours could indicate other problems, and some ailments may be made up- but whether the illness is real or not, the worry certainly is, so it needs to be taken seriously. Bullying should be considered a possibility and therefore should be investigated

Information for Parents:

Your child may not tell you that he or she is being bullied. If you suspect that it is happening, look out for the signs (see check list above).

If your child tells you they are being bullied:

- Keep calm.
- Reassure your child that they are not to blame for the bullying.
- Praise your child for telling you and reassure them that they have done the right thing in letting you know what is happening.
- Help your child to think about what they would like to happen, and ask how you can help.
- Alert the school. Make sure you talk to your child before you do this but be clear that this is what you must do. (They may worry that this will make things worse).
- When you talk to your child's teacher, stay calm and give specific details; names and dates.
- Further steps you can take:
- Collect any evidence, e.g. keep a diary of who did what; what they said or did; how often it happened; when and where; keep any text messages, social media postings, emails, website comments or postings.

Procedures

1. Report bullying incidents to staff
2. In all cases of bullying, the incidents will be recorded by staff on CPOMs
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 always be made and support provided to help the bully (bullies) change their behaviour
7. Support will be provided 1-1 or small group for targets of bullying

Prevention

Our staff and governors are committed in providing a safe and respectful learning environment, with a shared culture that emphasises the importance of positive relationships. We employ a number of strategies to support the well-being and safety of each child:

- **Safe Guarding Team:** This is a team of staff led by the Deputy Head-teacher and safe guarding lead. The team meet fortnightly to review recorded incidents and the support and intervention provided; including support of pupils through 1-1 meetings, meetings/phone calls with parents and/or agencies, follow up contact.
- **Staff led Values and Ethos Team:** this teams works under the senior leader for values and ethos; they organise and deliver wellbeing days, cultural diversity days, they organise events and activities to promote staff and pupil well-being. They provide initiatives and resources to promote good mental health amongst the school community. They are instrumental in promoting positive and inclusive relationships within the school community through their initiatives.
- **Cultural Diversity Days:** Organised by the Values and Ethos team; each term the whole school spends a day experiencing activities and events to understand, celebrate and appreciate difference and diversity.
- **Well-Being Days:** Organised by the Values and Ethos Team; each term the whole school spends a day experiencing activities that teach and promote mental well-being.
- **Class charter:** Each class in key stage one and two has its own 'class charter', written and signed by the class and adults.
- **Circle time / PSHCE:** activities including:
 - Writing stories or poems and drawing pictures about bullying, friendship and kindness
 - Reading stories about bullying or having them read to a class or during assembly
 - Making up role-plays to support conflict resolution
 - 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, promoting personal development and well-being of pupils, is provided through all staff including: teachers, support staff, MSAs and the Learning Mentor.
- **Well-Being Champions:** Pupil led; Members take on the responsibility of promoting and practicing the 'winning ways to well-being'; organising playtime activities; employing friendship stops; providing worry boxes. They are trained in active listening.
- **Glusburn Ambassadors:** Members from year 6 take on this role, promoting rights and responsibilities; organising Anti-Bullying Week; promoting positive behaviour and relationships, demonstrating school values and ethos.
- **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.
- All adults challenge any occurrence of negative comments and put downs towards individuals or groups
- All adults model positive behaviour.
- **Recognition Board:** Children who have shown exceptional behaviour recognising and practicing school values are celebrated on the class recognition board and celebratory postcards are sent home to families.

HELP ORGANISATIONS:

Child line: 0800 11 11

KIDSCAPE Parents Helpline (Mon-Fri, 10-4): 0845 1 205 204 www.kidscape.org.uk

Parent line Plus: 0808 800 2222

Youth Access: 020 8772 9900

Bullying Online: www.bullying.co.uk

Anti-Bullying Alliance: www.antibullyingalliance.org.uk

Young Minds: youngminds.org.uk

