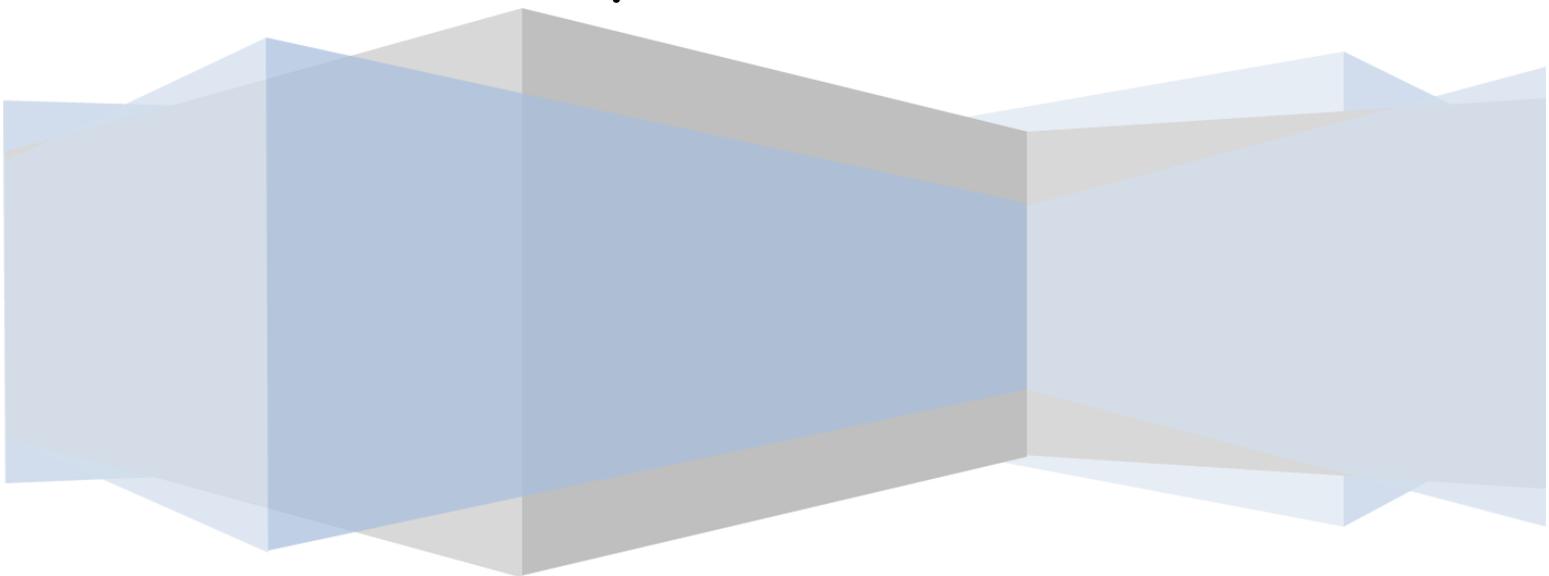


# Grovelands C P School



## Anti-Bullying Policy

September 2021



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## **Anti-Bullying Policy**

This policy should be read in conjunction with our school's Promoting Prosocial Behaviour Policy. At Grovelands School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

### **Our aims are:**

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

### **Definition of Bullying Behaviour**

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'.

### **Bullying can take different forms. It could include:**

- physical bullying, such as hitting, slapping or pushing someone
- verbal bullying, such as name calling, gossiping or threatening someone
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone or undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls
- racial, sexual or homophobic bullying
- bullying someone because they have a disability

### **What is cyberbullying?**

Cyberbullying, cyber bullying, online bullying... However you spell it, it can be devastating for a child or young person. Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting or pressuring children into sending sexual images or engaging in sexual conversations.

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled ‘prejudice based bullying’, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities.

If bullying includes racist abuse, then it should be reported to the Headteacher.

All antisocial and bullying behaviours are recorded on MyConcern.

### **Strategies for preventing bullying behaviour**

Whole school approach:

- Issues surrounding friendships and bullying behaviour are taught through the RSHE curriculum from EYFS to Y6, (Please see our RSHE Policy on the school website). Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the antisocial aspects of relational conflict.
- Assemblies are used to discuss bullying and raise children’s awareness of what bullying looks like, and how they can respond, as well as the issues mentioned above.
- The School Council provides a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Peer Mediators aim to enable students to resolve friendship problems and low level bullying behaviour without adult intervention.
- The School Roles and Responsibilities will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- Celebration Assemblies recognise children behave in thoughtful and kind ways to others.

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary. Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is antisocial and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying. Children are encouraged to report any antisocial behaviours, even if they are not sure whether it is bullying.

They can do this through:

- Speaking to their teacher/TA or any member of support staff.

- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council representative
- Posting a message in classroom worry boxes or leaving a message for teachers.
- Reporting to parents, who pass on concerns to teachers

### **When bullying is known to have happened or be ongoing**

The class teacher will discuss the incident(s) with the child being bullied. It is important that they are listened to and believed. The incident will then be discussed with the child engaging in bullying. Information will be gathered from witnesses to explain what they saw. The class teacher or Head teacher will be informed. Sanctions in line with the school's Promoting Prosocial Behaviour Policy will be used where appropriate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Red Card Sanction
- Exclusion from certain areas of school premises
- Parents of those involved will be informed of any action taken.
- Records will be kept on students' files.
- Involvement of the Community Police Officer
- Persistent bullying may lead to fixed term exclusions

Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern. This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as antisocial labelling. We will give support to 'the person being bullied' e.g. set up friends and mentors to build up confidence. The 'person bullying' will also require intervention to help them change attitudes/ behaviours. Recording Bullying behaviour. All antisocial behaviour is recorded on My Concern. See Sanctions relating to Red Card in Promoting Prosocial Behaviour Policy.

### **Complaints**

The Governing Body has established a formal complaints procedure available on the school website and this may be used by a parent/carer if necessary. Where necessary we will call on outside resources such as: The behaviour Support Service, Kidscape, Anti- bullying association and other agencies to support our action.