



Grove Lea  
Primary School

## Grove Lea Primary School

### ANTI-BULLYING POLICY

<b>Date:</b>	September 2020	<b>Review Date:</b>	September 2021
--------------	----------------	---------------------	----------------

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We strive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

#### NSPCC definition of Bullying:

Bullying is behaviour that hurts someone else – such as 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.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

#### Types of Bullying:

Bullying includes:

- Physical bullying
- Emotional bullying
- Cyber-bullying
- Verbal

(See appendix 1 for definitions)

## Types of Discrimination

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- HBT (Homophobia, Biphobia and Transphobia)
- Religious discrimination
- Disabilitist discrimination
- Classist discrimination

(See appendix 2 for definitions)

## **Aims & Objectives**

- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

## **Procedure**

<b>Role of the Governing Body</b>	<ul style="list-style-type: none"><li>• The GB will not condone any bullying and has responsibility to:<ul style="list-style-type: none"><li>▪ appoint a member of staff to be the responsible for promoting positive pupil behavior (Mrs J Goacher/Mr T Pearson)</li><li>▪ delegate powers and responsibilities to the Headteacher to eliminate all forms of bullying and to keep records of all incidents of bullying</li><li>▪ nominate governors (members of the Standards and Pupils Committee) to liaise with the school and to report back to the GB</li><li>▪ implement, monitor and evaluate this policy</li></ul></li></ul>
<b>Role of the Headteacher</b>	<ul style="list-style-type: none"><li>• The Headteacher will:<ul style="list-style-type: none"><li>▪ implement this policy</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>▪ ensure that all school staff are aware of the policy</li> <li>▪ work to create a safe, secure, caring and friendly school environment for all the children</li> <li>▪ ensure that all pupils understand that bullying is wrong through PSHE, SEAL, Anti-Bullying Weeks and school assemblies</li> <li>▪ ensure that all parents are aware of this policy and that we do not tolerate bullying</li> <li>▪ respond and deal with all incidents of bullying</li> <li>▪ keep records of all incidents of bullying</li> <li>▪ monitor and evaluate this policy</li> </ul>
<b>Role of the Coordinator</b>	<ul style="list-style-type: none"> <li>• The coordinator will: <ul style="list-style-type: none"> <li>▪ provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied</li> <li>▪ keep up to date with new developments and resources</li> <li>▪ organise relevant CPD</li> <li>▪ help counsel children who have been bullied and those who use bullying behaviour</li> <li>▪ review and monitor</li> <li>▪ annually report to the GB on the success of this policy</li> </ul> </li> </ul>
<b>Role of School Staff</b>	<ul style="list-style-type: none"> <li>• School Staff will: <ul style="list-style-type: none"> <li>▪ be aware of the signs of bullying (see appendix 3) in order to prevent bullying taking place</li> <li>▪ take all forms of bullying seriously</li> <li>▪ report all incidents of bullying- see coloured forms in staffroom</li> <li>▪ raise awareness of the wrongs of bullying through PSHE, SEAL and consistency in approach</li> <li>▪ Attend any training as and when necessary, e.g. Barnardos</li> <li>▪ use preventative strategies such as circle time and buddy systems</li> </ul> </li> </ul>
<b>Role of Pupils</b>	<ul style="list-style-type: none"> <li>• Pupils must: <ul style="list-style-type: none"> <li>▪ report if they are being bullied</li> <li>▪ report if they see someone being bullied</li> <li>▪ discuss ways of preventing bullying eg through assemblies, lessons and the School Council</li> </ul> </li> </ul>
<b>Role of Parents</b>	<ul style="list-style-type: none"> <li>• Parents must: <ul style="list-style-type: none"> <li>▪ be aware of and support this policy</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ report to the school any concerns they have of their child being bullied</li> <li>▪ be assured that the school will deal with all incidents of bullying</li> <li>▪ be assured that they will be informed of incidents and will be involved in discussions</li> </ul>
<b>Training for School Personnel</b>	<ul style="list-style-type: none"> <li>• School personnel will undertake training in: <ul style="list-style-type: none"> <li>▪ anti-bullying strategies</li> <li>▪ counselling the bullied and the bullies</li> <li>▪ working with parents</li> <li>▪ Restorative Practice</li> <li>▪ Barnardos Anti HBT</li> </ul> </li> </ul>
<b>Incidents</b>	<ul style="list-style-type: none"> <li>• All reported incidents are investigated and dealt with.</li> <li>• Parents are informed of all events and what actions have been taken.</li> <li>• Consequences may mean it results in short term exclusion</li> <li>• Records will be kept of all incidents and their outcomes.</li> <li>• All incidents will be monitored looking for any patterns in time of day or hot spots.</li> </ul>
<b>Counselling</b>	<ul style="list-style-type: none"> <li>• Counselling and support mechanisms are in place to help those who have been bullied.</li> <li>• All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	<ul style="list-style-type: none"> <li>• The effectiveness of this policy will be reviewed in two years time, or earlier if the need arises, and the necessary recommendations for improvement will be made to the governors.</li> </ul>

If you have any questions regarding this policy please contact school. As a school we take Bullying seriously and ensure we do our utmost in order to safeguard all our children.

<b>Headteacher: Signed:</b>		<b>Date:</b>	
<b>Chair of Governing Body: Signed:</b>		<b>Date:</b>	

## **Appendix 1**

### **Types of Bullying definitions**

There are numerous different ways bullying can happen, which include, but are by no means limited to:

- **Physical bullying:** physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.
- **Emotional bullying:** emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
- **Cyber-bullying:** cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
- **Verbal:** verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.

**Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.**

## Appendix 2

### Types of discrimination

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because

of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

- **Disability discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

### **Appendix 3**

#### **Identifying bullying for staff**

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect:

- Verbal;
- Emotional;
- Physical;
- Electronically.

Instances of bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;

- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for situations above;
- Is afraid to use electronic media

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.