

Green Lanes Primary School

Anti-Bullying Policy

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes primary school we create caring, confident and committed learners for life.*

<u>Date reviewed</u>	<u>Signed by Green Lanes governing body</u>
<u>Date reviewed</u>	<u>Signed by Headteacher</u>
<u>Date Reviewed</u>	<u>Signed by other consulted stakeholder</u>
<u>Due for review</u>	<u>Autumn 2017</u>

Policy on Bullying and Harassment

Defining bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’ “Preventing and Tackling Bullying” DfE 2011

Most definitions include the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

However there are important issues to consider within these broad factors:

The first element, ‘the behaviour is intended to cause distress’, should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is reasonable for schools to expect that young people will develop age appropriate skills of empathy and will not be drawn into behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing. Behaviour that impacts to damage the emotional wellbeing of others should be taken to be a matter of serious concern and individuals should be made to understand their culpability, regardless of their intention. The effect of the behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying.

The second element, ‘the behaviour is repeated’, should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear. Any incidents of deliberately hurtful behaviour that lead to fear of recurrence should be designated as bullying incidents.

The final element, ‘an imbalance of power’, can be subtle and complex. It should not be assumed that a larger child cannot be a victim, nor a smaller child a perpetrator. It is also often important to recognise the role of popularity as a factor that pertains to the balance of power. Equalities and issues of prejudice also need to be considered carefully within this dimension. A great deal of bullying is linked to difference, perceived difference or discriminatory attitudes towards certain groups regardless of whether the target is actually a member of these groups. For example, many children and young people who are not lesbian, gay, bisexual or transgender (LGBT) may be targeted for homophobic bullying while others may be the targets of racist bullying based on inaccurate presumptions about their culture. These dimensions should always be recorded and monitored.

Hertfordshire County Council recommends that schools therefore reflect the following more complex aspects in defining and responding to behaviour.

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

Schools are encouraged to develop their own definitions in collaboration with children and young people, parents/carers and staff. It is very important that there is a shared understanding of the strength of the school's stance against bullying and understanding definitions is an important part of this. It is important that young people and their parents know the definition that the school is working with.

Some schools will wish to evolve child friendly definitions of bullying. For example:

People hurting or upsetting you repeatedly and on purpose by doing nasty or unkind things.

Bullying behaviour **can** include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

The Equality and Human Rights Commission's report on the effectiveness of responses to 'Identity-based' (or 'Prejudice-based') bullying (Research report 64 2010) states that it

“is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances.”

Schools should pay particular attention to ensuring that all prejudice-based hurtful incidents are identified and prevented from escalating. Ofsted will specifically look for evidence that this is the case in all schools in relation to special educational need, sexual orientation, sex, race, religion and belief, gender identity or disability. In addition, schools should be sensitive to wider issues of prejudice. Some children and young people can be singled out because they are overweight, deprived, in care, young carers, particularly able or talented.

Schools should also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic,

transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

School Aims

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form.
- To establish appropriate means of after care should an incident of bullying occur
- To ensure that all pupils and staff are aware of the policy and fulfil their obligations to it

The role of the school

School staff will act firmly and promptly against bullying wherever and whenever it is identified. Any alleged case of bullying will be thoroughly investigated before action is taken or blame attached.

The Governing Body will regularly review this policy and it will be outlined to all guardians/parents/pupils following admission and any major review or change.

Reference to our policies on behaviour are also included in our home school agreement and website.

The school will endeavour to ensure that all members of the school community will:

- treat everyone with kindness and respect and equality
- act with thought and consideration to others
- behave courteously, being polite and helpful at all times
- be friendly and co-operative
- be honest and truthful
- treat properly with respect

In their monitoring of bullying Green Lanes monitors and responds to any different outcomes for diverse individuals and groups.

Under the Equalities Bill 2009 it is proposed to extend the current legal requirement to record and resolve all racist incidents to cover –disability, ethnicity and gender, age, religion and belief, and sexual orientation.

We will also try to prevent any member of the school community (adults and children) from:

- Making unkind or offensive comments about peoples' appearance or ability/disability
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude or aggressive
- Shouting
- Using physical aggression
- Damaging property

Pupils will:

- Be involved in the development and reviewing of behaviour and anti-bullying policies and practice,
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to be more assertive in resisting bullying and dealing with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable

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It is important that victims and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they do so.

Guardians/parents, carers and families have an important role to play in helping schools to deal with bullying. They should:

- Understand the seriousness and definition of the term 'bullying' and not use it for all incidents
- Discourage their children from using bullying behaviour at school, at home or elsewhere
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their child is being bullied or are bullying others
- Take an active interest in their child's school life, discuss friendships, how playtimes are spent and the journey to and from school.
- Understand that as part of normal development children will fall in and out of friendship groups as they learn the necessary social skills
- Understand that an incident at school, when related at home, may contain some omissions and embellishments and that to make an accusation based on this information before checking details with the school, could cause unwarranted distress to another child.

Governors have an important role in ensuring that this policy is regularly reviewed and operated by all the staff and that it is effective. The Governing Body should:

- Review the school's anti-bullying policy regularly
- Consult all interested parties in revising the policy as necessary

Prevention

Personal, Social, Moral and Health Education

All staff will spend time during PSHE sessions to explain to children our anti-bullying policy. In addition specific 'anti-bullying' focuses will take place in the curriculum and assemblies. Opportunities are taken to discuss inappropriate behaviour in circle time/SEAL /Philosophy for children sessions.

How do we identify bullying?

For those pupils who are unable to inform staff about their problems, observations regarding specific behaviour patterns can be routinely established within the school. Signs of bullying include;

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

When a bully is identified

Anyone who bullies should be made aware of the impact and consequences of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable, and that it will not be tolerated. Steps will be taken to repair relationships and praise the change in more appropriate behaviour. This will take place through class based PSHE and Citizenship sessions and individual mediation with either a teacher or a peer.

Guardians/parents of the bully and the bullied will be informed and asked to work cooperatively with the school.

Monitoring

Teachers will keep a log any incidences or complaints of bullying type behaviour (see appendix 1). All proven incidents of bullying are recorded and monitored. The record will show the date any incident occurred, the nature of the incident, a description of the incident itself, a note of the action taken and a list of people who were notified.

What happens when a complaint of bullying is made?

Stage one- a record of complaint is recorded by the class teacher. An investigation takes place establishing the factual information of the case. The investigation may be undertaken by the class teacher or member of the SLT. All parents will be informed if this process happens and the outcome of the investigation.

Stage two- if a child/children are continuing bullying behaviour or are the victim of bullying behaviour then further intervention is given involving pupil behaviour contracts, and support agencies involvement where appropriate. A meeting is held with parents' of the children concerned and their behaviour contracts discussed.

Stage three- a child may receive a fixed-term exclusion if bullying is proved and after stage one and stage two intervention has not worked. For individual acts of physical/verbal aggression/abuse may also result in a fixed term exclusion. Continued acts of bullying would result in exclusion from school.

Support for parents- the parents of both the victim and bully will receive support from the school in ways they can support their child. Agencies which parents can use to help support them will be provided and support offered if requested through the parent support worker.

What happens if a complaint of bullying is made against a member of staff?

Please refer to the whistleblowing policy for guidance.

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
- Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
- the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		

Transphobia/Gender identity		
Homophobia/sexuality		

FORM 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

(Priority should be given to taking steps to ensure bullied children continue to attend)

- Separate on-site respite provision
- Regular contact with chosen member of staff
- Restorative justice process
- Empowerment education
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Form 3b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

- Separate on-site provision
- Regular contact with chosen member of staff
- Restorative justice process
- Sanction
- Corrective education
- Removal to different form/teaching group
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF
- CAMHS
- Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: