

Green Lane School



Anti-bullying Policy

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Introduction

Green Lane School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. This policy outlines what we will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2024".

At Green Lane School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. This policy works as part of the Positive Behaviour Policy and is in conjunction with other linked policies.

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The Head of Green Lane School to communicate this policy to the school/college community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors will take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school
- Green Lane School will ensure that pupils understand this policy and why it is important.

Aims and Objectives

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. We aim to prevent the occurrence of bullying, wherever possible before it occurs. Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school/college. Reports of bullying will always be taken seriously. Reports of bullying will be logged on Behaviour Smart and CPOMS (where appropriate).

To this end we have developed a series of strategies and ways of dealing with playground disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

The aims of Green Lane School's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising the indicators that bullying is occurring

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Advocates for the pupils must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils to express their feelings. Pupil's communications must be listened to. Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. We carefully review the reasons why bullying is occurring on a case by case basis.

Bullying is:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

- Verbal – as in name calling, personal comments, racial abuse
- Social – as in not being spoken to or being left out of activities
- Material – as when possessions are stolen, damaged etc.
- Mental – as when pressure to conform is applied
- Physical – as in physical assault.
- Systematic and ongoing
- Done by more powerful to less powerful pupils
- Distressing & hurtful to the victim and not good-natured fun
- Always one-way – rather than an exchange.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

Anti-bullying Intervention Strategies:

- We provide a clear and well-established reporting procedure for pupils and parents.
- Teachers regularly raise the issue in class discussions using Circle Time.
- We do not allow the concept of 'innocent, neutral bystanders' in this context

- We use national examples of incidents to illustrate the seriousness of bullying and to illicit sympathy for the victims.
- We acknowledge the distress of the bullied pupil and reassure them that they are not to blame.
- Avoid damaging terms such as 'bully', 'victim,' or 'bullied' which can either glorify or demean the pupils concerned, instead we refer to 'bullying behaviour'.
- We teach pupils within PSHE and Citizenship lessons why bullying is wrong and how to deal with incidents.
- We encourage pupils to become playground 'buddies' to help new arrivals.
- We encourage pupils to become playground leaders to encourage positive play.
- We ensure a good level of supervision at more vulnerable times.
- All staff including MDAs and Bus Escorts are expected to be vigilant and report incidents they see and hear.
- Keep a record of serious incidents on Behaviour Smart.

Implementation Preventative Strategies include:

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- Assessments to understand the motivation underpinning the behaviour change;
- Talking to pupils about issues of difference through dedicated events or projects;
- Talking with pupils about how to manage their own feelings and emotions;
- Ensuring that all pupils are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils from cyber based bullying

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on Behaviour Smart and share with the appropriate member of SLT who will act with delegated responsibilities on behalf of the Headteacher.
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a pupil is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

Pupils

Bullying behaviour or threats of bullying must be dealt with immediately.

Pupils/learners who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils/learners who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;
- Participating in a restorative justice conversation, where appropriate.

Bullying outside of school

As bullying can happen outside the school day we:

- Encourage the pupils to support each other especially when travelling to and from school using public transport.
- Encourage pupils not to 'suffer in silence'
- Ensure we have good communications with the transport drivers, bus drivers etc.
- Follow up incidents that are reported

Monitoring, evaluation and review

Green Lane School will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils.

The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within Green Lane. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self-esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: <https://carers.org/about-us/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-schools-SEND>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: <https://www.kickitout.org/take-action/resources>
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: <http://www.theredcard.org/> LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudsttrust.org
- School/colleges Out: <http://www.schools-out.org.uk/> Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters>
- Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying> Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying DfE research into anti-bullying practices: <https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>

Reviewed and updated by: M. Gaskell

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