

# Anti-Bullying Strategy

## Greenfield Primary School



*Everyone can grow in a Greenfield!*

**Approved by:** Governing Body

**Date:** November 2020

**Last reviewed on:** September 2022

**Next review due by:** September 2024

## 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. We have a zero tolerance approach to it.

If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

## What Is Bullying?

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. Within safeguarding, the terminology used for this kind of abuse is 'child on child'.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against (e.g. due to an imbalance of power)

We use the acronym STOP (several times on purpose) to ensure that pupils understand bullying behaviour is deliberate and repeated.

Bullying results in pain and distress to the victim. Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical or sexual contact, sexually abusive comments and/or harassment,
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats, ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, non-consensual sharing of nudes/semi-nudes or indecent images, upskirting, sexting

## Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are, or who are perceived to be gay, lesbian or bisexual (LGBGT+)

## Why is it Important to Respond to Bullying?

Bullying hurts. It can impact negatively upon mental health and wellbeing. 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.

## Objectives of this strategy

- 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's policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school's 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 in our school. We have a zero tolerance approach to it.

## Staff Responsibilities

- To implement procedures to confront bullying of any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action and to refer to the headteacher/ SLT as appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate
- To promote the use of interventions which are least intrusive and most effective.

## Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. playground, toilets, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on MyConcern. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

## Outcomes

- The bully (bullies) will be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.
- Counselling (Mentor, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by teacher and/or SLT
- Peer support/peer mentoring/Anti-Bullying Champions (ABCs)
- Formal recording (racism/homophobia)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, exclusion (fixed term or permanent) will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## The role of Pupils

All pupils have the right to feel safe. Pupils are encouraged to tell anybody they trust if they are or think they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are also encouraged not to take the role of bystander but to stand up and speak up if they identify any bullying behaviours within the school.

Pupils are invited to tell us their views about a range of school issues, including bullying, in PSHE lessons through circle time.

## The role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's behaviour and anti-bullying policies, actively encouraging their child to be a positive member of the school. They can also support the school by being a good role model themselves ensuring that they apply our school values.

On the school premises it is expected that all parents will behave with dignity and respect and will avoid any situations of confrontation or unpleasantness with other adults.

## Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held every November to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Our School Code of Conduct and Greenfield Behaviour Rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.