

The Grove Primary School

We care, share, play and learn

Anti-Bullying Policy

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Date	**Description**
September 2022	Amended information regarding consequences in accordance with updated Behaviour policy.
September 2024	Amended actions to be taken/consequences in line with changes to behaviour policy.
November 2026	Reviewed policy. Added information under section 2-who can carry out bullying?

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Anti-Bullying Policy

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Section 1

Introduction

At the Grove Primary School, we firmly believe that all people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed.

Bullying is wrong and damages individual children, sometimes with devastating consequences and the effects can last into adult life.

At The Grove Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can play, learn and reach their full potential.

Bullying is an anti-social behaviour and affects everyone. Bullying of any kind is unacceptable at our school and ***will not*** be tolerated. We take all incidents of bullying seriously and understand the effect it can have on victims and perpetrators. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

Section 2

What Is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is not a one-off incident but is repeated over a period of time. Bullying is not the same as falling out with your friend/s.

Bullying generally takes one of four forms:

- Indirect: being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical: pushing, kicking, hitting, punching, slapping or any form of violence resulting in being hurt
- Verbal: name-calling, teasing, threats, sarcasm
- Electronic: “cyber bullying”- All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms, social network sites and instant messaging, via mobile text messaging and calls, images and videos posted on the internet or spread via mobile phones

Although not an exhaustive list, specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities (SEND)
- bullying related to gifted and talented pupils
- bullying related to appearances 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

What bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying.

Recognising signs and symptoms

Many children and young people do not speak out and may indicate they are being bullied by signs or behaviour. Adults should be aware of these possible signs and should investigate if a child:

- is frightened to walk to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to come to school or starts truanting
- uses excuses to miss school (headache, stomach-ache etc)
- begins to suffer academically
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in schoolwork
- comes home with clothes torn or books damaged
- has possessions go "missing"

- asks for money or starts stealing money e.g. (to pay the bully)
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received
- changes their eating habits (stops eating or over eats)
- is frightened to say what's wrong
- gives unlikely excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated as soon as possible. The school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse, school pastoral support worker, G.P and the Children and Young people's mental health services (CAMHS.) This is not an exhaustive list.

Who Can Carry Out Bullying?

Bullying can be carried out by anyone within the school community. At The Grove Primary School, we understand the importance of recognising that bullying is not limited to pupil-to-pupil behaviour and can involve children, adults or groups of individuals.

Bullying may be carried out by:

- **Pupils towards other pupils:** This may involve an individual child or a group of children repeatedly targeting another pupil through physical, verbal, emotional, social or online behaviour.
- **Groups of pupils:** Several children may work together, encourage or support bullying behaviour, or exclude and intimidate another child. Children who encourage, join in with or watch bullying without challenging it may also contribute to the behaviour.

- **Adults towards pupils:** Bullying can also be carried out by adults within the school community, including through repeated intimidation, humiliation, threatening behaviour or the misuse of authority. Any concerns about adult behaviour will be taken seriously and dealt with in accordance with the school's safeguarding and complaints procedures.
- **Pupils towards adults:** Bullying or intimidating behaviour towards teachers, teaching assistants, lunchtime staff, volunteers or other members of the school community will also be addressed.
- **Online or through digital communication:** Bullying may take place through messaging, social media, online games or other digital platforms. It may happen inside or outside school and can involve members of the school community or individuals beyond it.

At this school we recognise that anyone can be affected by bullying and that anyone can be responsible for bullying behaviour, regardless of age, gender, background or individual circumstances.
All allegations and concerns will be taken seriously, investigated sensitively and addressed in line with this policy. The school will focus on the behaviour and its impact rather than labelling individuals as 'bullies' or 'victims'. Our aim is to ensure that every member of the school community feels safe, respected and valued.

Section 3

Aims and Objectives

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in.
This policy aims to produce a consistent school response to any bullying incidents that may occur. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following way:

- The school will meet the legal requirement for all schools to have an antibullying policy in place.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- To try and prevent and deal with any behaviour deemed as bullying.

- All governors, teaching and non-teaching staff, pupils and parents will understand what bullying is, be able to recognise when it occurs and take appropriate action (in accordance with the school policy).
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE-Personal, Social, Health and Economic education lessons, circle time, assemblies etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- To understand what bullying is and the effect it has on children and young people's emotional health and well-being and their achievement.
- All governors, teaching and non-teaching staff should take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated, whether it is child to child, child to adult or adult to adult.
- A positive, caring ethos will be created within the school environment where everyone can work, play and learn, free from the fear of being bullied.

Implementation by school

The following steps may 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 and precise account of the incident will be recorded and shared with relevant staff through CPOMS, our online monitoring system.
- Sanctions/consequences will be used in accordance with the 5-point scale for behaviour (see Behaviour Policy).
- Whole class sessions or group sessions may be implemented if there are lessons to be learnt from the incident. This will be done in a diplomatic way, with no names mentioned, purely to raise awareness generally around appropriate behaviours.
- Parents will be kept informed.
- If necessary and appropriate, the police will be consulted.

By pupils

In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation (see Behaviour Policy).

Action to be taken to support the victim:

- Offering an opportunity to use the restorative approach (See Behaviour Policy)
- Offering an opportunity to discuss the experience with the Pastoral Support Worker or a member of staff of their choice
- Staff will communicate with other staff and record where relevant, any incidents or concerns on CPOMS
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence through one-to-one support, circle time and mediation where appropriate

Action to be taken to support the bully:

- Discussing what happened using questions from the restorative approach (see Behaviour Policy)
- Discovering why the pupil became involved
- Establishing the wrongdoing and the need to change and giving support with this
- Informing parents or guardians to help change the attitude and behaviour of the child
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour (using the 5-point scale for behaviour-see behaviour policy)

The following consequences can be given (and are in line with the 5-point scale for behaviour-see Behaviour Policy)

- Time out at play times (ranging in length of time)
- Money removed from your chart (ranging in amounts)
- A phone call home to inform adults of behaviour if it does not improve
- Missing out on a planned whole class activity (e.g. themed day/whole class treat)
- Not being allowed to stay with friends at playtimes
- Child explaining their behaviour and why they acted the way they have. This will be during their own time (not lesson times).
- Possibly writing a letter/saying sorry to the person they have hurt
- Taking further action is behaviour is consistently not improving.

- Minor fixed-term exclusion*
- Major fixed-term exclusion *
- Permanent exclusion *

  * Exclusions are always a form of last resort and will only be employed once other strategies are exhausted

Role of Parents and Carers

The school adopts a problem-solving approach with parents/carers as they play a very important role in our anti-bullying policy.

We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Listen calmly while your child talks to you. Don't try to 'put words in their mouth'. Give them time to explain properly what has happened.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you are concerned that your child might be being bullied or you suspect that your child may be the perpetrator of bullying, contact their class teacher or contact the school office to arrange an appointment to discuss your concerns.
- If you feel your child has been bullied by another child, please do not try to deal with the issue yourself, do not approach that child or the child's parent on the playground, please inform school.
- It is important that you advise your child not to fight back. It can make matters worse.
- Support the school's anti-bullying policy and actively encourage your child to be a positive member of the school.
- Tell your child that it is not their fault that they are being bullied.
- Praise them for talking to you about their worries.
- Work with school to help and support your child, keep school informed of any changes.
- Encourage your child to talk to someone in school. This may be: their teacher, the Head teacher (Bernadette), Pastoral Support Worker (Rachel), any member of staff that they trust.

Prevention

The Grove Primary School believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and respectful environment.

As well as the school's responsive strategies for dealing with bullying the school adapts a whole school approach through our PSHE curriculum which raises awareness of the nature of bullying and aims to prevent it. These may include:

- Writing and implementing a set of class rules/class charter.
- Using Art, Drama or Music to reinforce awareness.
- Reading stories about bullying or having them read to a class or assembly.
- Writing stories, poems or drawing pictures about bullying.
- Having regular discussions about bullying through circle time, role-play and class awareness raising sessions, PSHE lessons.
- Scheduled themed days and events linked to Anti-Bullying and Friendships.
- Having a school council to enable children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying.
- Respecting all our differences.
- All children are encouraged to celebrate diversity. The children learn about different faiths.
- Information shared and lessons taught on Internet Safety.
- Emotional and Mental Health and Well-being themes are taught and specific events/days are planned throughout the year.
- As a school we have a positive approach to behaviour management. We model and reward desired behaviour through the use of money charts (see Behaviour policy).
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Using the SCARF scheme of work to deliver our PSHE (Personal, Social, Health and Economic Education) and wellbeing education.

Bullying of staff

We also take any incidents of bullying against adults very seriously and will act accordingly. Any misuse of networking sites (Facebook, Twitter, MSN etc.,) or misuse of technology which could be construed as bullying of staff (by other staff, parents or children) will be investigated fully.

Section 4

Specific links between the RRSA and anti-bullying at The Grove Primary School

As a bronze level Rights Respecting school, we are committed to learning about and promoting children's rights. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils. This anti bullying policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

- **Article 3:** All organisations concerned with children should work towards what is best for each child.
- **Article 12:** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions considered.
- **Article 13:** Children have the right to get and to share information as long as the information is not damaging to them or others.
- **Article 15:** Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 19:** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.
- **Article 23:** Children who have any kind of disability should have special care and support so that they can lead full and independent lives.
- **Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
- **Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.
- **Article 39:** Children who have been neglected or abused should receive special help to restore their self-respect.

In order to create an environment where bullying is not acceptable, we educate our children and staff about the rights of children and appropriate ways of behaving.

Section 5

Monitoring and evaluation

To ensure the policy is effective, it will be regularly monitored and evaluated. The policy will be promoted and implemented throughout the school. School constantly reviews incidents and seeks views from children and parents alike. We aim to monitor the policy through the children's and parent's survey. The results are collated and discussed and used to implement changes when necessary. The policy is available online and we see it as very much a working document – which can be amended if there are relevant changes to make.

Section 6

Policy Links and information

This Policy is linked with several of our other policies and should be read alongside policies such as; Behaviour policy, Keeping Children Safe in School. (All policies are available upon request and on the school website). Michelle Thompson (Chair of Governors) has overall responsibility for Anti Bullying alongside Bernadette Atkinson (Head teacher).

This policy has been written in line with the Equality Act 2010 to ensure we comply with the law. The Equality Act 2010 is a legal document that ensures all people are treated fairly regardless of cultural background, sexual orientation, race, religion/belief, ability, home circumstance etc. This runs through our policy and is also applicable to adults in school.

Section 7

Some useful contact numbers and sources of further information, support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Rachel Crowe (Pastoral Support Worker-01207 502 938)

Childline- 0800 11 11 www.childline.org.uk

Bullying UK- 0300 323 0169

Coram Family Lives - Parenting and Family Support

Kidscape Parents Helpline 020 7823 5430 www.kidscape.org.uk

Anti-Bullying Alliance (ABA) www.anti-bullyingalliance.org.uk

NSPCC 0808 800 5000 www.nspcc.org.uk