GREENLEAS PRIMARY SCHOOL
ANTI BULLYING POLICY
2020

1. INTRODUCTION

1.1   We believe that all children should attend a school in a safe and secure environment, and this policy sets out how, as an organisation, we will address any issues of bullying and support parents and children in ensuring that any incidences of bullying are dealt with rigorously and effectively.

1.2   We will:
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

1.3   Aims of policy: (in conjunction with PSHE policy, Relationships Policy & Mental Wellbeing Policy)

➢   To provide a document which explains how we act and react to any incidents of bullying.

➢   To develop the emotional health and well-being of everyone at Greenleas Primary School

➢   To develop a school environment which is:
o   Friendly and Caring
o   Safe and Secure
o   Stable and Controlled
o   Bully free
o   Disciplined
o   Healthy
o   Open and Accepting
o   Free from worry
o   Equal and diverse
o   Optimistic and positive
➢   To help develop children's self-esteem and positive self-image.

➢   To develop confident and self-assertive children who are able to deal with situations without aggression.

➢   To create a school ethos in which pupils are happy and where they can do their best free from fear.

2. **WHAT IS BULLYING?**

2.1   Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

2.2   Greenleas definition of bullying:

Bullying includes physical, verbal or psychological attacks, which happen

Several Times On Purpose (STOP)

2.3 Bullying is defined as any actions that are meant to be hurtful and can take many forms.

The main types are:

➢ **Physical** (e.g. pushing, kicking, hitting, punching or any use of violence towards a person or their property)
➢ **Verbal** – direct or indirect (e.g. name calling, sarcasm, spreading rumours, teasing with reference to somebody being different. Can involve speaking to a person or about a person. Can include phone calls)
➢ **Emotional/Indirect** (e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours)
➢ **Technological/Cyber** is bullying on line, via email, on social media sites (Face book, Snap Chat, Instagram, instant messenger, whatsapp etc), by text, mobile phone or online gaming. (see the school's e-safety policy).
➢ **Racist bullying** is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.
➢ **Homophobic bullying** involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.
➢ Pupils who have **specific abilities, disabilities or special educational needs** (including behaviour) are often at greater risk of being bullied, both directly and indirectly.

2.4   What can be the effects of bullying?

A student may indicate by signs or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. All staff, and as far as possible parents, should be aware of these possible signs and that they should investigate if a child:

• is frightened of walking to or from school;
• always asks to be driven to school;
• changes their usual routine;
• is unwilling to go to school (school phobic);
• begins to truant;
• 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 do poorly in school work;
• comes home with clothes torn;
• has possessions which are damaged or "go missing";
• asks for money or starts stealing money (to pay bully);
• has dinner or other monies continually "lost";
• has unexplained cuts or bruises;
• becomes aggressive, disruptive or unreasonable;
• is bullying other children or siblings;
• stops eating;
• is frightened to say what's wrong;
• gives improbable excuses for any of the above;
• is afraid to use the internet or mobile phone;
• is nervous or jumpy when a cyber message is received.

At Greenleas, we recognise that it can be extremely difficult to determine which behaviours are classed as bullying, as we also have to deal with friendship fall outs, rough play and some unkind behaviour such as name calling. Whilst these are always taken seriously and dealt with by staff, they do not always constitute bullying.

Bullying tends to happen over a number of occasions, over a period of time. It is therefore vital that all incidents are logged and monitored in order to identify any patterns which may occur.

One off incidents of name calling, rough play or friendship difficulties may not therefore, be classified as bullying – however repeated incidents which occur 'several times on purpose' (STOP) may well fit this definition.

Genuine accidents should never be classified as bullying.

'Banter' is a particularly difficult area. One child may perceive incidents as 'joking around' whilst another is hurt by these comments. Children should be encouraged to understand how different people perceive things differently and that comments may be hurtful.

4   RESPONSIBILITIES

It is the collective responsibility of all staff, pupils and parents to prevent or respond to bullying behaviour.

4.1 We support the Anti-Bullying theme introduced each year by the Anti-Bullying Alliance and adopt each new slogan annually.

2017 = All DIFFERENT, ALL EQUAL

2018 = CHOOSE RESPECT

2019 = CHANGE STARTS WITH US

2020 = UNITED AGAINST BULLYING

2021 = ONE KIND WORD

2022= REACH OUT

4.2 Parents and children are encouraged to sign the home/school agreement and children agree to adhere to the school rules 'Be nice, Work hard and Never give up'.

4.3 Parents and staff should educate children on being 'good digital citizens' and responsible use of technology should be a vital part of school and home life. Parents and staff need to stay up to date with ever changing technology. Teachers are given regular e-safety training and Greenleas offers sessions for parents to attend about keeping children safe at home.

5. STRATEGIES TO PREVENT BULLYING

- ➢ Education
- ➢ Teaching Styles
- ➢ Environment
- ➢ Ethos/Encouragement (to use strategies to prevent bullying).
- ➢ Lunchtime Supervision
- ➢ Assemblies

➢ Whole school celebration during anti-bullying week.

5.1 Education

- Each band will have a PSHE unit based on bullying and a number of other units aimed to develop confidence and self-esteem and practise assertiveness in roleplay situations. (See PSHE policy and HeartSmart units)
- Assemblies regularly revisit the themes of friendship, caring for others and anti-bullying.
- The school celebrates annually the national anti-bullying week and uses this to remind the children of strategies for dealing with bullying. School council attend the local Anti-Bullying Conference and feedback to whole school. These messages need to be continuously reviewed over the rest of the year.
- Regular circle time/discussions in specifically targeted talking groups which aim to deal with issues involved in bullying.
- Regular circle times for children in ALL classes, to keep up to date with bullying issues and to deal with incidents as they arise.
- Regular revisiting of key messages.
- ICT lessons to look at cyberbullying.
- Investigating the definition of bullying and what to do in situations where bullying occurs.
- Encouraging children to tell someone.

5.2 Teaching Styles

All staff within school are reminded to:

- Treat all pupils with respect.
- Treat other adults with respect so as to model good relationships.
- Present good role models who use power and authority appropriately.
- Explicitly give the message that bullying is not acceptable and will not be tolerated at Greenleas.
- Maintain good classroom organisation and management.
- Observe children carefully in all situations (including the playground).
- Make time to listen carefully to what children are trying to say.
- Be aware of secluded places where bullying can exist.
- Use rewards and sanctions fairly.
- No deliberate humiliation of children.
- Be aware of vulnerable children and look for positive ways to empower them
  - offer training where applicable
- To keep up to date with changes in technology, in order to be aware of issues around cyber-bullying.

5.3 Environment

- Ensure both the school building and playground are safe, secure and well supervised at all times.
- Conduct survey of building and playground to see where the children feel safe/unsafe and alter supervision accordingly.
- Embrace pupils' view to design playground environment that offers a variety of activities for all ages and abilities. (sensory garden, trim trail)
- Regular displays around the building which promote the anti-bullying message

- to include posters, information and children's own work
- Ordered classrooms with rewards and sanctions on display.
- Worry boxes can be placed in each department and made accessible to all children (except in the Foundation stage where problems are dealt with verbally).

5.4 Ethos/Encouragement

- Encourage caring and consideration for others.
- Promotion of anti-bullying messages.
- Reward kindness in weekly assembly and celebrate this.
- Supportive culture – peer support system. E.g.Y6 buddies and new F2 children

5.5 Lunchtime Supervision

- Raise status of lunchtime supervisors with pupils.
- Regular meetings with lunchtime supervisors and head-teacher to discuss issues arising.
- Regular training for lunchtime supervisors.
- Supervisors addressed in the same way as teachers e.g. Mrs…and they should wear name badges so children know all of their names.
- Supervisors to be involved in promotion of anti-bullying message.
- Share information with lunchtime supervisors about areas of school where children feel less safe.
- Share information about vulnerable children and encourage them to observe them carefully.
- Ensure supervisors have time to listen to children and to resolve conflicts fairly.
- Ensure back up from teaching staff to deal with allegations of bullying or bad behaviour. Record sheets allow supervisors to share information.
- Ensure ALL areas of the playground are well supervised, to prevent bullying occurring in less well seen areas.

5.6 Monitoring and Evaluation

- Reduction in levels of reported bullying either in person or via worry boxes.
- Increased understanding of the definition of bullying (STOP).
- Reduced duration of bullying incidents (children quicker to report it – staff quicker to deal with it).
- Increased willingness to report bullying by victims, their parents or bystanders.
- Good levels of attendance.
- Parents opting to send children to our school.

5.7 Policy to be reviewed by stakeholders:

- School Council
- Panel of Parents
- Governing body/pastoral committee

- Teaching staff
- Midday supervisors
- Support Staff

6. WHAT TO DO WHEN BULLYING IS REPORTED

STEP 1 - Member of staff should talk to all children involved in order to fully investigate the incident:

- Victim
- Alleged bully
- Bystanders/witnesses

If the incident appears to be bullying according to our school definition (STOP) then the member of staff should proceed to STEP 2.

If an allegation of cyberbullying is made, teachers may request to see evidence in the form of the saved messages on a mobile phone, a print out or a screen shot of messages.

STEP 2. Record details of incident on attached FORM

STEP 3. Give copy of form to class teachers of victim and alleged bully.

STEP 4. If incident was deemed to be bullying, further sessions will be needed:

- To encourage bully to empathise with victim
- To assure the bully that this behaviour won't be tolerated and that it mustn't happen again.
- To assure the victim that they did the right thing by telling and that they must report any future problems immediately.
- Support the victim with self-esteem or friendship groups as needed.
- To support the bully to develop skills needed to change their behavior; to understand and empathise with the feelings of their victim and to understand and accept the consequences for their actions.

STEP 5. If bullying persists:

a. Band leader will become involved.

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b. Parents informed and shown documented evidence. Regular contact initiated between home and school e.g behaviour diary.

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c. Headteacher to see parents. Child not allowed out at lunchtime/playtime or prevented from taking part in an activity.

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4. Intervention sought from outside agencies e.g MYESTEEM and child given IBP.

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5. The ultimate sanction is exclusion from school. It is hoped that problems will have been solved long before having to reach this action.   As a school, we feel it is vital to work with parents wherever possible so as to provide a united front.

7. EQUAL OPPORTUNITIES

In implementing this policy all staff must pay careful attention to the need to ensure that their actions do not discriminate adversely against any groups of students or individual students, or appear to discriminate. All actions must be taken in accordance with the schools' equal opportunities policies.

8. OTHER POLICY LINKS:

PSHE Policy

Mental Health and Well-Being

Behaviour and Rewards Policy

RSE Policy

9. REVIEW PROCESS & THE WAY FORWARD

The revised policy to be submitted to HT and governing body.

The revised policy to be shared with parents and staff.

**Attached Form Required: - Alleged Bullying Incident Form

From September 2021 all bullying allegations will be logged using CPOMS.