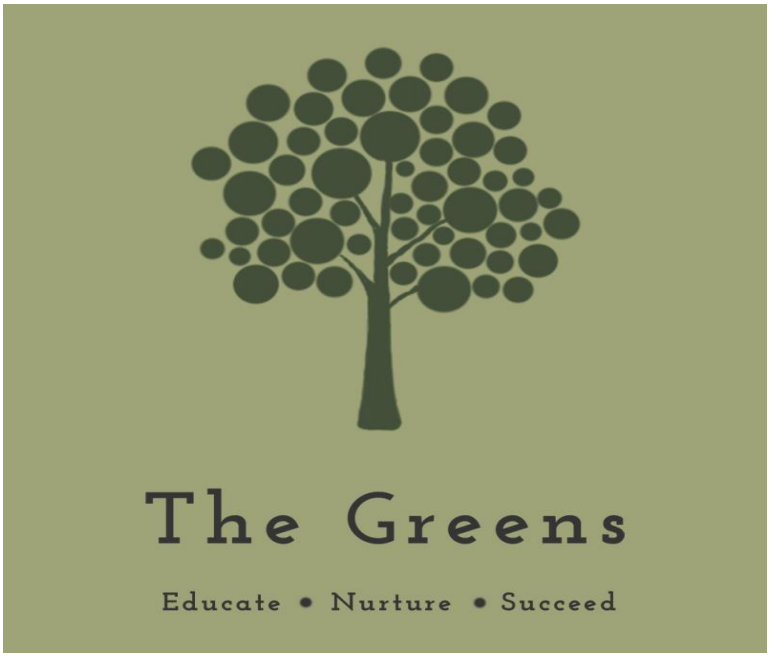
Anti-Bullying policy



Approved by:	Melanie Entwistle	**Date:** 01/03/22
Last reviewed on:	10/03/23 8/03/24	
Next review due by:	08/03/25	

Introduction

At The Greens School we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the Chair of Governors and will be reviewed in consultation of the whole school community

1. **Staff**. Staff have been involved with the policy through regular staff meetings. This includes teachers, teaching assistants.
2. **Governors** - The policy was presented and agreed at a Governing Body meeting. The head of school also report to governors on a termly basis. Governors have attended relevant staff meetings.

3. **Parents and Carers** –Parents will be updated in any changes to our policy and are invited to share their views

4. **Pupils.** School staff ensure they remind students of acceptable behaviour and who to report to if they are worried ,Pupils are regularly surveyed for their views towards bullying.

This policy is available

- Online at www.thegreens-ens.co.uk
- From the school office
- Child friendly versions are on display around the school

Roles and responsibilities

The Head of school – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies.

The Designated Safeguarding Lead (DSL) in our school is: Miss Melanie Entwistle . **The Deputy Designated Safeguarding Lead is:** Charley Leach and Rebecca Mcdermott

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

Definition of Bullying

> **The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**
> **http://www.antibullyingalliance.org.uk/about-us.aspx**

Behaviour often associated with bullying

Baiting

> Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above. For more information, see our 'Peer on Peer Abuse Policy'

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

  Bullying can take place between:

  - young people
  - young people and staff
  - between staff
  - individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who

are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.
The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at https://www.report-it.org.uk/home

Children can report any crime anonymously at https://www.fearless.org/ **Where does bullying take place?**

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

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Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Parents/Carers: Concerns should be reported to any adult in school who will notify the Head. This communication may be verbal or written.
- Children are encouraged to: Speak to an adult in school or their parents
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

Staff members complete an incident log, using CPOMs.

- Interviewing all parties

- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's

  Behaviour Policy. These are graded according to the seriousness of the incident and

  send out a message that bullying is unacceptable

- Being clear that responses may also vary according to the type of bullying and may

  involve other agencies where appropriate

- Following up - We will keep in touch with the person who reported the situation, which

  may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office

- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH

Recording bullying and evaluating the policy

Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident and this will be stored on CPOMs Incidents deemed as 'bullying' incidents will be reported to Governors.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be stored in accordance with GPDR The policy will be reviewed and updated every year.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at The Greens school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- RSHE/PSHE/Citizenship lessons and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias
- Celebration events
- Anti-Bullying Week annually in November.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g. pupil surveys)
- Playground Buddying
- Visits from external agencies (e.g. School nurses etc)
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

2. Reactive programmes for vulnerable groups or groups involved in bullying.

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative work

3. Support for parents/carers

- Parent information distributed by School Comms, newsletters, the school website and social media etc
- Information available on parents' evenings
- Information sessions ie e-safety

4. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of RSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Useful organisations

Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Online/Cyber Bullying
Strategies to prevent bullying

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications