

ANTI-BULLYING POLICY



Policy Lead	Zoe Meredith
Member of leadership team with lead responsibility for oversight and update of policy	Richard Thorpe
Approved at SLT	March 2024
Approved at School Standards Committee	April 2024
Policy review cycle	Bi-Annual
Next Policy review date	March 2026

Grange Park Primary School

Anti-Bullying Policy

The aim of our anti-bullying policy is to ensure that everyone can learn in a supportive, caring and safe environment without fear of being bullied.

STATEMENT

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face, indirectly or online.

Bullying is not simply two children falling out with each other.

Bullying in any form, by anyone, will not be tolerated at Grange Park Primary School. We do not accept any form of behaviour, which hurts, threatens, or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully, through restorative practices alongside clear and fair consequences. Victims will be confident that support will be given, and action will be taken against bullies.

AIMS

To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.

To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.

To report and record all instances of bullying using ScholarPack and CPOMS. This allows members of SLT to regularly review incidents and spot any recurring patterns of behaviour.

To promote a "whole school" approach, where signals and signs are identified, and swift and effective action is taken.

To teach pupils to recognise how others feel and treat others how they would like to be treated.

WHAT IS BULLYING?

Bullying is:

- deliberately hurtful behaviour, which is unprovoked,
- repeated hurtful behaviour over a period of time,
- difficult for those being bullied to defend themselves as there is an imbalance of power.

Bullying can take many forms, but the main types are:

Physical

Physical bullying includes hitting, kicking, tripping, pinching, pushing, damaging, or taking personal property.

Verbal

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks or any verbal abuse.

Indirect/Covert bullying

This is often harder to recognise and can be carried out behind the bullied person's back. It is meant to harm someone's social reputation and/or cause humiliation. Indirect bullying includes lying and spreading rumours; negative facial or physical gestures; menacing or contemptuous looks; playing nasty jokes to embarrass and humiliate; mimicking unkindly; or intentionally leaving people out and isolating them.

Cyberbullying

Cyberbullying is any form of bullying that is carried out through the use of electronic devices, such as computers, laptops, smartphones, tablets, or gaming consoles. It can be used to carry out all the different types of bullying. However, unlike traditional forms of bullying, it can have a greater impact because:

- It can invade home/personal space and can involve a greater number of people.
- Of the anonymity of the bully.
- It can take place across age groups and school staff and other adults can be targeted.
- Of the ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.
- It can draw bystanders into being accessories.

Cyberbullying includes:

- Threats and intimidation; harassment or 'cyber-stalking';
- Vilification/defamation; exclusion or peer rejection; impersonation.
- Unauthorised publication of private information or images.

Cyberbullying is not restricted to school-based activities. Any form of bullying, intimidation or unpleasantness directed at anyone in the Grange Park Primary School community that is publicised on such sites or through any form of electronic communication will not be tolerated and will be treated as a serious incident. This includes any incidents during journeys to and from school. Likewise, any posting on such sites, that brings the reputation of Grange Park Primary School into disrepute, will be treated as a serious offence.

An incident of cyberbullying will be dealt with in accordance with the procedures in this policy alongside the behaviour policy - all incidents will be logged in ScholarPack and CPOMs and SLT/DSL/Online Safety lead will be made aware. See the Computing and Online Safety Policies for the school rules about the use of technology including mobile phones and electronic devices.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to any bullying that is related to protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation.

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

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation
- Hate Crime - A hate crime is any occurrence that is perceived by the victim, or any other person
- to be one of the following:
 - Racist
 - Homophobic
 - Transphobic (discrimination against transsexual or transgender people)

Or because of a person's:

- Religion
- Beliefs
- Gender identity
- Disability

Bullying is not:

- When two pupils of equal power or strength have an occasional fight or quarrel
- A 'one off' incident

CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for the feelings of others and help build an anti-bullying ethos, and
- Teach pupils how constructively to manage their relationships with others.
- Teach and promote empathy.

- Provide good role models who show care, politeness, respect and honesty.
- Discuss supportive relationships.
- Promote self-esteem, security, identity, belonging, purpose and competence.
- Help children to develop positive strategies and assertiveness.
- Refer to “caring”; raise awareness of how good it feels to care for others and how good it feels to be cared about.
- Reward positive behaviour.
- Explore feelings through role-play and viewing bullying situations from both sides.
- Allow children to hear what other people feel and experience through circle time, role play and stories.
- Discuss friendships - who are our friends and why do we choose them?
- Encourage children to recognise their own qualities and help them identify good qualities in others.
- Teach children to listen and listen to them attentively.
- Help children to be patient and to be reflective.
- Encourage children to look after their own property and to respect property of others.
- Help children to give and receive praise.
- Teach children to be helpful.
- Encourage peer support for all pupils.
- Personal and Social Education Assemblies.
- Encourage pupils to seek support from adults in school.
- Educate children in their role as a bystander of bullying incidents and their responsibilities.

Our PSHE curriculum - Jigsaw - covers the majority of the above points. It is taught to all children in KS1 and KS2, and children also receive regular assemblies linked to protected characteristics, British Values, and positive relationships.

The Behaviour Lead and other members of SLT regularly review behaviour logs and pick up children who are displaying unkind behaviour to help prevent one-off, unkind behaviour incidents escalating into bullying. This is a preventative and proactive measure to help keep levels of bullying low at Grange Park Primary School by intervening at the earliest opportunity.

ACTION AGAINST BULLYING

Every adult at Grange Park Primary School is responsible for the welfare of the pupils. We use the STOP logo to explain bullying to children and parents - Several Times On Purpose.

For the Adult:

- Take bullying seriously and investigate the facts of any incident.
- Support children who are being bullied.
- Encourage bullies to change their behaviour through guidance, restorative practices and support.
- Encourage children to “tell”. **We are a ‘telling’ school.**
- Break up groups of bullies.
- Use positive peer pressure to encourage good, non-bullying behaviour.

- Meet with bullies and victims individually.
- Encourage co-operative working/play.
- Take an active interest in children's playtimes and watch for signs of distress.
- Promote a shared approach with parents/carers.

For the Child:

- Tell yourself - "I don't deserve to be bullied".
- Try to show that you are not upset.
- Try being assertive - say Stop it please and/ or walk quickly and confidently away.
- Get your friends to support you positively.
- Show that you and your friends disapprove.
- Always talk to an adult.
- Show understanding and support to children who may be bullied.
- Be careful about teasing or personal remarks.
- Do not stand by and watch - tell an adult straightaway.
- Remember, we are all individuals and different and we should be allowed to be proud of it.

Guidance for parents:

- Listen to your child.
- Try not to overreact.
- Show sympathy but try not to dwell on the situation.
- Tell your child that bullying exists and it is not their fault.
- Check all the facts - is it bullying or friendship problems, which may resolve naturally?
- Talk about possible strategies for your child to use - try the websites listed at the end of the policy.
- Encourage your child to tell a teacher.
- Contact the class teacher/ senior leaders yourself.

Governing Body:

The Governing Body has overall responsibility for promoting and safeguarding the welfare of students at the School, ensuring that those in leadership and management positions actively promote student wellbeing. This includes ensuring that policies and procedures are in place and implemented effectively to:

- Minimise the risk of bullying at the school so that students feel safe and secure.
- Deal swiftly with allegations of bullying at the school so that students feel confident that all incidents will be dealt with appropriately.

The governor lead for anti-bullying is Marc Clarke.

Bystanders:

A bystander to bullying is anyone who witnesses bullying either in person or in digital forms like social media, websites, text messages, gaming, and apps. When bullying occurs, bystanders are present much of the time. A bystander has the potential to make a positive difference in a bullying situation, particularly for the child/young person who is being bullied however,

sometimes adolescents and young adults who witness bullying are not sure what their role is and or what they can do to address bullying.

Bystanders can play different roles in bullying situations:

- **Outsiders** witness the bullying situation but stay out of it and do not get involved.
- **Defenders** help by intervening when bullying occurs or extend support to the person being bullied - privately or in the moment - or take other actions to address the bullying.
- **Reinforcers** support the youth who bullies or bullying behaviour and may laugh, encourage, or cheer during or after the bullying incident.
- **Assistants** help the individual doing the bullying and join in. For example, an assistant may physically restrain or block the target of bullying so that they cannot get away.

Why Bystanders Intervene or Not:

There are many reasons why a child/young person may or may not intervene or defend the target of bullying.

Some reasons bystanders do not intervene or respond to the bullying include:

- Fear of retaliation and being bullied themselves.
- Fear of losing their social status.
- They are not friends with the target of the bullying.
- Lack of knowledge about the individuals involved, the incident, and whether they perceive someone to be right or wrong in the situation.
- Awareness about a specific situation that takes into account the people involved and information about their on-going actions.
- They do not believe teachers or school staff will address the bullying.
- They believe that adults will make the bullying worse.
- They do not know what to do to intervene or address bullying.

Bystanders do intervene or defend the targets of bullying because they:

- are friends with the target of bullying.
- are morally engaged and treat others with respect or believe "bullying is wrong".
- consider how serious or dangerous the behaviour is and how frequently it occurs.
- view the target of bullying as innocent.
- have empathy and sympathy for the target of the bullying.
- believe teachers or school staff will appropriately address bullying.

REPORTING BULLYING

Children can report bullying by:

- Speaking to any adult in school.
- Speaking to a friend.
- Writing your worries down then giving it to an adult, putting it in a worry box or putting it on the 'check in'.

- Speak to a member of the School Council.

Parents can report bullying by: (see contact information below)

- Speaking to the class teacher (or any adult in school).
- Emailing the school.
- Phoning the school.

Bystanders can report bullying by:

- Speaking to a trusted adult, parent, teacher, or school administrator.

PROCEDURES FOR DEALING WITH BULLYING

- Allow appropriate “cooling off” time for pupils involved.
- Talk with the bullies and the bullied individually, in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.
- If appropriate, allow bullies to hear the feelings of the bullied child. Ask bullied/bully what action they deem appropriate and whether it is fair.
- Ensure that all incidents of bullying and procedures to be followed are recorded in ScholarPack and CPOMS.
- Inform parents in combatting bullying.
- Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in “target setting” in order to promote acceptable behaviour.
- Request guidance from other outside agencies.
- Monitor the situation until the problem is resolved.
- Consequences for bullying are outlined in our behaviour policy and these will be applied appropriately depending on the context of the incident, for example, the age of the children and whether there have been any historic issues.

SANCTIONS AVAILABLE (including bystanders who become negatively involved).

- ‘Zoning’ on the playground - children will play in agreed designated areas.
- Withdrawal from playtime.
- Withdrawal from representing the school.
- Withdrawal from favoured activities.
- Withdrawal of privileges.
- Internal exclusion from peers.
- Referral to senior staff.
- Suspension from school.
- permanent exclusion from school.
- The parents of pupils involved in incidents will be informed of sanctions carried out.
- Staff associated with such pupils will also be informed.

- To avoid ‘bystander apathy’, bystanders who do not positively intervene in/address the bullying will be spoken to remind them of their responsibility to help. (This does not have to be directly, in the moment.)

See behaviour policy for details.

BULLYING OUTSIDE THE SCHOOL PREMISES

Schools are not responsible for bullying that occurs off the premises, but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we may:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.
- Talk to the police.

SOME CONCLUDING THOUGHTS

- Bullying happens in every school to some degree.
- It is OK to tell - ‘don’t suffer in silence’.
- Bullying can be addressed effectively through whole school policy and planned interventions. STOP and the Smart code.
- By promoting positive social behaviour through the teaching of specific skills, school staff, parents and pupils can work together to create a friendly caring school.
- Grange Park Primary will promote anti-bullying by continue in anti-bullying initiatives, such as Anti-Bullying Week and continue to develop strategies developed when achieving the All Together School Silver status.

RELATED POLICIES

Our Anti-bullying Policy links with a number of other school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality and Cohesion Policy
- Online Safety Policy
- SEN Policy
- Attendance Policy
- Complaints Policy
- Positive Handling Policy
- PSHE Policy
- Acceptable Use Policy
- Health and Safety Policy

This policy pays due regard to the Equality Act 2010 and acts on the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This duty covers the 'protected characteristics' which includes race and religion or belief. Under the public sector equality duty, Grange Park Primary School will act if we are aware of the use of racist language or language which targets pupils or school staff because of their faith.

CONTACTS

School email address	parents.grangepark@taw.org.uk
School phone number	01952 397490

Members of the senior leadership team:

Head teacher	Mr Richard Thorpe
Deputy Head teacher	Mrs Zoe Meredith
Assistant Head teacher	Mrs Rebecca Marshall

Anti-bullying Governor	Mr Marc Clark
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WEBSITES

www.dfes.gov.uk/bullying

Government site with information about the new pack for schools and many links to related sites.

www.bullying.co.uk
www.kidscape.org.uk
Both good for general information, support, and strategies

www.smallwood.co.uk
www.luckyduck.co.uk
Both have catalogues of publications in this area

www.childline.org.uk
Has very useful information sections, particularly on racial harassment and bullying.

www.antibullying.net
This site also has a useful section on racist bullying.

www.ncb.org.uk
The website of the National Children's Bureau has information on bullying in the Forum on Children and Violence section.

www.nspcc.org.uk

The NSPCC site includes information on bullying as part of the Full Stop campaign.

www.thewhocarestrust.org.uk

This Who Cares Trust is a charity aimed at children in public care.