

Anti-Bullying Policy

1 Statement of Intent

- 1.1 This policy compliments our whole school Behaviour Management Policy, Safeguarding Policy and Child Protection Policy and should be read in conjunction with these documents.
- 1.2 The governors and staff of Grangewood Independent School fully recognise the contribution it makes to safeguarding and promoting the welfare of children. We recognise that all staff, including volunteers, supply staff, part-time staff and students on placement, have a full and active part to play in protecting our pupils from harm.
- 1.3 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 1.4 All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, moral and spiritual development of the individual child. The school recognises the importance of working within the EYFS framework (revised May 2017) and the framework for Every Child Matters: Change for Children and the five outcomes outlined within it:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

The governors and staff of Grangewood Independent School understand the difficulties surrounding this area of safeguarding and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school, whilst understanding the need for sensitivity.

2 Principles and Values

- 2.1 Grangewood Independent is completely against bullying and will not tolerate it in any form. Bullying is entirely opposed to our values and principles. We believe that everyone has the right to work in a safe and considerate atmosphere within the school. We also expect everyone to contribute, in whatever way they can, to the wellbeing and care of the school environment and community.
- 2.2 We teach the pupils to respect authority as given by God to parents, teachers and others in society who have been given the responsibility of law enforcement or leadership. There are firm boundaries and expectations regarding behaviour and positive encouragement and rewards for those who follow them. We work to maintain fair discipline throughout the School with a clear code of conduct that all staff and parents uphold (see Grangewood Behaviour Management Policy and Staff Conduct & Standards Policy).
- 2.3 When children behave in an unacceptable manner physical punishment will never be used or threatened. They will not be humiliated, nor will they be shouted at in an

aggressive way. Their behaviour will be discussed to see how it can be improved in future. It will always be made clear that although the behaviour is wrong the child is accepted and loved. The individual child's level of maturity and understanding will be taken into account when dealing with any behavioural problems.

- 2.4 Students have a right to learn without the fear of bullying and distress; therefore, we will not tolerate bullying behaviour. The needs of the victim are of the utmost importance and anyone that feels bullied will be listened to and taken seriously. All reported incidents will be carefully investigated and dealt with appropriately.
- 2.5 Parents will be informed of their child's inappropriate behaviour and the school will work together with the parents to ensure that the situation is rectified properly, and appropriate disciplinary action is taken.
- 2.6 The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.
- 2.7 Offences such as racial or physical abuse, bullying or violent behaviour will result in a 'Disciplinary Statement' being filed detailing the reason for disciplinary action being taken and the actual action taken. We will monitor and review each situation according to the nature or seriousness of the situation. Repeated offences of this nature will result in the pupil being excluded or expelled.
 - Bullying will not be tolerated at Grangewood
 - We will record all incidents of bullying
 - We will inform parents and guardians of these incidents
 - All reports of bullying WILL be followed up
 - Repeated offences will result in the pupil being excluded or expelled

3 Objectives of this Policy

- 3.1 All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- 3.2 Staff awareness is achieved through our staff induction process and access to the school's online training resource 'Preventing Bullying (2019)', provided by Educare. Awareness is reinforced through our anti-bullying awareness activities, staff meetings and staff supervision.
- 3.3 As part of our induction process, all governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- 3.4 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Our 'Say No to Bullying' activities and school notice board highlight the key areas.
- 3.5 All of us may have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

4 What Is Bullying?

4.1 Definition of Bullying for the Purposes of this Policy:

Bullying is an act of hostility, causing humiliation, pain or distress to someone. It can take several forms; physical, verbal, making gestures, blackmail and segregation. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be carried out by individuals or by groups of pupils.

4.2 Forms of Bullying:

- Physical violence such as hitting, pushing or spitting at another pupil
- Hate see Appendix 1
- Interfering with another pupil's property, by stealing, hiding or damaging it
- Using offensive names when addressing another pupil
- Teasing or spreading rumours about another pupil or his/her family
- Belittling another pupil's abilities and achievements
- Writing offensive notes or graffiti about another pupil
- Excluding another pupil from a group activity
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms
- Misusing technology (internet or mobiles) to hurt or humiliate another person

4.3 Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, in the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

4.4 Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Gender identity / Transphobic
- Sexual orientation, sexism, or sexual bullying

5 Responsibilities

5.1 To combat any bullying, we will work together as staff and parents and take on the following responsibilities.

The staff will support the children and the school by doing the following:

- Nurture self-esteem, self-respect, tolerance and mutual respect for others in the students.
- Support students in making positive choices, helping them to develop self-control and self-confidence in their interaction with those around them.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Acknowledge the uniqueness and dignity of each student as created in the image of God.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens; using assemblies and

other opportunities to nurture a strong, supportive community in which everyone is valued.

- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to **Mrs B. Roberts**, or a member of the SLT.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Parents will support their children and the school by doing the following:

- Watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advise their children to report any bullying to their Class Teacher/Key Person and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advise their children not to retaliate violently to any forms of bullying.
- Be sympathetic and supportive towards their children, and reassure them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Inform the school of any suspected bullying, even if their children are not involved.
- Co-operate with the school; if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The students will support each other and the school by doing the following:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Treat others as they wish to be treated themselves, contributing to the creation of a culture of mutual respect and courtesy.
- Accept responsibility for their own actions and choices, including making reparation where damage has been done.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- If they become the target of bullies they should not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Be aware of the school's 'Acceptable Use/ e-Safety rules and abide by them.

6 Preventative Measures

- 6.1 The school promotes positive behaviour through ensuring that the students are aware of the school's expectations for respect within the school community, included in our Grangewood Golden Values, and the corrective measures that the school utilises; which appear in the School Prospectus, School Foundation Pack and KS2 Homework Diary.
- 6.2 The school ensures the school's expectations for respect within the school community and the corrective measures is reinforced through the display of our Grangewood Golden Values in each Learning Area.

- 6.3 The school cultivates an awareness of the nature of bullying, its impact and how to deal with it, and encourages the growth of godly character.
- 6.4 Provision is also made for Pastoral care (Mr D. Blankson takes the lead in this area) and staff are assisted in classroom management where needed. Guidelines for records and corrective measures are kept in the Teachers' Handbook, the school Behaviour Management Policy, and are made available for parents if requested in the School Office or downloadable from the school's website: www.grangewoodschool.com.
- 6.5 At Grangewood Independent School we use a variety of methods for helping children to prevent bullying through class assemblies, Circle Time, PSHE/Citizenship and R.E. lessons, Anti-Bullying class posters, Student Council, House Groups, pupils will also be consulted through in-school pupil questionnaires. The results of these questionnaires will be promptly responded to by staff.
- 6.6 The ethos and working philosophy of Grangewood Independent School means that all staff actively encourage children to have respect for each other and for other people's property. Good, kind and polite behaviour is regularly acknowledged and rewarded through the awarding of House points and Fruit of the Spirit certificates (*see also Grangewood Behaviour Management Policy*). Staff will regularly discuss bullying with students in class, group and whole school settings; this will inform children that we are serious about dealing with bullying, and lead to open conversations and increased confidence in children to want to discuss bullying.
- 6.7 Staff will reinforce expectations of behaviour as a regular discussion.
- 6.8 Staff to follow the School's Equal Opportunity and Inclusion Policy; welcoming every child to our school.
- 6.9 Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- 6.10 Staff must be vigilant regarding groups of friends together. Groups/gangs bring about an imbalance of power and must be broken up from around the central bully.
- 6.11 Staff must reinforce a general message that children do not have to be friends with everyone else, **but they must be respectful of everyone else's feelings**.
- 6.12 Children are involved in the prevention of bullying as and when appropriate, these may include:
- Writing a set of school or class rules
 - Signing a behaviour contract
 - Writing stories or poems or drawing pictures about bullying
 - Reading stories about bullying or having them read to a class or assembly
 - Making up role-plays about what to do through scenarios of bullying
 - Having discussions about bullying and why it matters that bullies are dealt with quickly
- 6.13 If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)
- **Tell a friend**
 - **Tell your Student Council representative**

- ***Tell a teacher or adult whom you feel you can trust***
- ***Tell your House Captain or bring the topic to a House Assembly***
- ***Write your concern and hand it into the school office***
- ***Tell a parent or adult at home whom you feel you can trust***
- ***Discuss it as part of your Circle Time***
- ***Ring Childline (0800 1111) and follow the advice given***

7 Procedures for Dealing with Incidents of Bullying Behaviour

7.1 Offences such as racial or physical abuse, bullying or violent behaviour will result in a detention which will be recorded in the school detention log along with a disciplinary statement detailing the reason for disciplinary action being taken and the actual action taken. We will monitor and review each situation according to the nature or seriousness of the situation. Repeated offences of this nature will result in the pupil being excluded or expelled:

7.2 Steps taken to support and respond to the needs of both bullied and bullying pupils:

- Records will be kept of all incidents whether minor, significant or major.
- Action will be taken according to the school's Behaviour Management Policy and section 3.1 of this policy.
- Action will be taken according to the school's sanctions measures.
- The school will contact the parents/carers of all pupils concerned in the bullying incident.
- The school will endeavour to investigate the incident and give feedback to those concerned.
- Sanctions will be put in place according to the severity of the incident.
- In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor, Local Safeguarding Children's Board (LSCB).
- In serious cases, exclusion 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 school will contact any relevant professionals where appropriate.

7.3 Research shows that children whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

7.4 Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

7.5 Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

8 Signs and Symptoms

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

- Is frightened of walking to or from school

- Doesn't want to go on the public bus
- Begs 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 or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- 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 and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home.

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

9 Recording of Bullying Incidents

9.1 Offences such as racial or physical abuse, bullying or violent behaviour will result in a report being filed detailing the reason for disciplinary action being taken and the actual action taken. We will monitor and review each situation according to the nature or seriousness of the situation. Repeated offences of this nature will result in the pupil being excluded or expelled.

9.2 When an incident of bullying has taken place, staff must record and report each incident.

9.3 All incidents of bullying will be discussed with all relevant staff and **parents/carers** of the children involved.

9.4 Incidents of bullying will be discussed with the Governing Body (Safeguarding Gobs).

10 Monitor and Review

- 10.1 The policy will be monitored and reviewed annually by the Governors and parent views will be obtained if changes are necessary.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens
London SW1W 0DH

Signed:

Member of Governing Body:

Date:

Chair of Governors:

Date:

Next Review Date:

May 2020

Appendix 1

HATE INCIDENT AND HATE CRIME

Definitions

A hate incident is legally defined as:

“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”

Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability / SEN, gender identity. Hate incidents can consist of: verbal abuse or insults for example. detrimental comments, abusive language and “jokes” relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

A hate crime is legally defined as:

“any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate”

(ACPO 2005 definition).

Hate incidents and bullying

Bullying is defined as:

“the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”

Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can include: verbal bullying for example name calling, teasing, threatening; physical for example hitting, punching, kicking, inappropriate touching; relational bullying for example ignoring, leaving out, spreading rumours; indirect bullying, for example stealing, damaging belongings, targeted graffiti; cyber bullying for example sending abusive texts or emails.

Hate incident categories

Ethnicity / race. Any incident which is perceived to be racist by the victim or any other person based on ethnic origin, skin colour, nationality, culture, language, real or perceived racism.

Religion / belief. Any incident which is perceived to be based on prejudice towards or hatred of the religion/belief of the victim or so perceived by the victim or any other person. For example, beliefs, faith, lack of faith real or perceived.

Homophobic / sexual orientation. Any incident that is perceived by the victim, or any other person, to be motivated by a prejudice based on another person's sexuality, or perceived sexuality. For example, related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.

Disability / SEN. Any incident perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their disability or so perceived by the victim or any other person. For example, real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories

Gender identity / Transphobic. Any incident which is perceived to be based on prejudice towards or hatred of the victim because of that person's gender identity or so perceived by the victim or any other person. For example, any incident based on gender identity that when expressed demean, intimidate or harm another person because of their gender identity. Transgender, perceived to be transgender, or someone who does not fit with gender norms or stereotypes or who has a transgender family member.

Hate. Hate is a strong word, used to reflect the way that hate motivated incidents can contain a message that communicates to entire groups of people that they are unwelcome and unworthy of social respect. Children and young people should understand the impact hate motivated incidents can have upon both individuals and the broader community.

REPORTING

Hate crime should be reported directly to the police. The underpinning rationale behind any hate incident is perception. It is the perception of the victim or any other person (e.g. a witness) that is the determining factor.

You will need to have the following information:

Incident date

Where: in school, out of school?

Incident type: ethnicity/race, sexual identity, religious/belief, gender/identity, disability/SEN, other?

Incident category: cyber bullying, physical assault, damage, behaviour designed to exclude, verbal abuse?

What happened: A brief description is fine, try to keep within one paragraph.

Is this a persistent incident: yes or no?

Action taken in support of victim(s): DSL, involve parent, Restorative conversation, involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

Action taken in support of perpetrator(s): DSL, involve parent, Restorative conversation, involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

Reported by: staff member, member of the public, police, peer, parent and carer or other?

Staff member responsible: who is the member of staff who is responsible for resolving this incident?