



Policy for:

Anti-Bullying

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Signed By: Mrs Derries

Governor Responsible for: Glynis Gower

Headteacher: Mrs Derries

Anti-Bullying Policy Statement

The Grove School

Rationale

For all children to come to school without fear of: -

- Deliberately hurtful behaviour.
- Hurtful behaviour that is repeated over a period of time.
- Being unable to defend themselves from this behaviour.

This policy also covers prejudice-related incidents which could be a one-off or have no target. Prejudice-related incidents are any incident perceived to be prejudice-related by the victim and any other person (see procedure in Appendix 1)

So allowing all children to feel secure, safe and happy within school at all times.

The Definition of bullying

- Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another either physically or emotionally'. (DfE 'Preventing and Tackling Bullying' , July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belonging; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstance
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexual bullying

- Bullying via technology, known as online or cyberbullying
- Bullying can be prejudice-related, for example those with no target or one-off incidents
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related Special Educational Needs and Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)
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Objectives:

- This policy outlines what The Grove School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community
- The Grove School is committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form.

Links with other school policies and practices

- Behaviour policy
- Complaints policy
- Child protection policy and Safeguarding
- Confidentiality policy
- Online safety and Acceptable use policies
- Curriculum policies, such as : PSHE, citizenship and computing
- Mobile phone and social media policies

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Public Order Act 1986

School ethos

- The Grove School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support of required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - We will use the Northumberland County Council incident forms to record bullying, if these are not appropriate we will use the Prejudice-Related Incident Recording Form which is attached to the bottom of this policy in Appendix 1.
 - The school will provide appropriate support for the person being bullied - making sure that are not at risk of immediate harm and will involve them in any decision making, as appropriate.
 - The headteacher/Designated Safeguarding Lead (DSL) or another member of the leadership team will interview all parties involved.
 - The DSL will be informed of all bullying issues where there are safeguarding concerns.

- The school will speak with and inform other staff members , where appropriate.
- The school will ensure parents/carers are kept informed about concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Support will be given to the person who is the bully, it is important that as a school we find out why they are behaving this way and give them strategies and ways of changing their behaviour. This would include working with their family.
- If necessary other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child felt at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support to both parties in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include appropriate details regarding decisions and action taken.

Cyberbullying

- When responding to cyberbullying concerns, school will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
 - Encourage the person being bullied to keep evidence (screenshots) of the bullying activity to assist in the investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offences or upsetting material from circulation. This may include:
 - Support reported to service provider to remove content if those involved are unable to be identified or of those involved refuse to or are unable to delete content.
 - Ensure that the person responsible for the cyberbullying is support to change their attitude and behaviour of the bullying, as well as ensuring access to any additional help they may need.
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;

- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing continuous pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social work service, or support through the Children and Young People's Service.

- *Pupils who have perpetrated bullying will be helped by:*
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social work service, or the Children and Young Peoples service.

Supporting adults

Our school takes measure to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or another staff member, is unacceptable.

- *Adults who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that the content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Celebrate success and achievements to promote and build a positive school ethos.

Policy and support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/careers to access support and report concerns.
 - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is not acceptable. This would only happen if all other supportive strategies had not changed behaviour for both adults and pupils.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff: teaching staff, support staff (e.g. administration staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school council, etc.
 - Ensure that anti-bullying has a high profile throughout the years, reinforced through key opportunities such as anti-bullying week.
 - Provide systematic opportunities to develop pupils' social and emotional skills including building their resilience and self-esteem.

Involvement of pupils

- *We will:*
 - Involve pupils in where appropriate knowing about our policy and how it impacts on them, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
 - Regularly speak to the pupils to get their views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worried and anxieties about bullying.
 - Ensure that all pupils are aware of the fact that if they do perpetrate bullying there will be sanctions if they cannot change their behaviours.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise pupil voice in providing pupil led education and support.
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying to address problems they have.

Involvement and liaison with parents and carers

- *We will:*
 - Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

1. We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
2. Any issues identified will be incorporated into the school development plan.
3. The headteacher will be informed of bullying concerns, as appropriate.
4. The named Governor for bullying will report to the governing body with support for the DSL.

Appendix 1

A prejudice related incident is any incident which is perceived to be prejudice-related by the victim or any other person. All prejudice related incidents will be dealt with by a member of the Senior Leadership Team.

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal preventing future incidents from occurring.

Details of prejudice-related incident		
Name & role of person reporting the incident		
Date/location of incident	Date:	Location:
Victim's Name, class & Year		
Type of incident: (Tick applicable category/categories)	Homophobia: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or views about lesbian or gay people.	Sexism: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or view about someone based on their sex.
	Biphobia: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or view about bisexual people.	Disability or Health Condition: <input type="checkbox"/> A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.
	Racism: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.	Religion or Belief: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or views about someone's religion/belief or lack of it (such as Islamophobia which targets expressions of Muslimness, antisemitism which targets Jewish people, etc).
	Transphobia: <input type="checkbox"/> Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.	Other (Specify): <input type="checkbox"/>
Names of people who have been informed:		
Person who committed the offence: (Include their name, class, year, if pupil)	Pupil <input type="checkbox"/>	Teaching staff <input type="checkbox"/>
	Visitor <input type="checkbox"/>	Parent <input type="checkbox"/>
	Other staff <input type="checkbox"/>	Governor <input type="checkbox"/>
	Other (specify) <input type="checkbox"/>	

Description of the incident:		
Was this a physical or a verbal incident?		
Where physical injuries sustained? If yes, specify the extent and to whom:		
Names of other people involved including bystanders:		
Has the offender been involved in previous prejudice-related incidents? If yes, please provide details:		
Level of severity of the incident: Please circle on the scale.	<ol style="list-style-type: none"> 1. No offence was intended or taken. 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. 3. Hurt or distress was the cause and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour maybe repeated. 	
What action will be or has been taken:		
What measures are in place to prevent similar incident/s from occurring again:		