



## The Grove Junior School

### Anti-Bullying Policy

Date approved by the Governing Body: May 2012

Date reviewed: November 2016

Date for review: November 2017

Head teacher: Maggie Clifford

Chair of Governors: Elly Tomlins

Held by: School Improvement Committee.

## Introduction

At The Grove Junior School we have a responsibility for the well-being of all our children. We take this responsibility very seriously and wish to work together with you and your child/ren to ensure that our school is a happy place for everyone.

We also believe that as well as all children being protected, all staff, parents and carers, visitors have the right to be protected from bullying and abusive behaviour.

This policy has been reviewed in line with Preventing and tackling bullying (advice for head teachers, staff and governing bodies) October 2014

## Aims and objectives

- To make The Grove Junior School a safe and positive place for the whole school community;
- To ensure that all members of the school community are protected from bullying behaviour;
- To reduce the number of children who experience bullying;
- To increase awareness of bullying, its causes and consequences;
- To ensure that there is a consistent, constructive and fair response to any bullying incident;
- To make procedures for dealing with bullying very clear, so that all members of the school community know what they can expect from the school, and what the school expects of them.

## What is bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, Bullying can take many forms (e.g. cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities." DfE 2014

Bullying can be defined in three ways:

- It is **intentionally hurtful** and take the form of physical, emotional or mental pain;
- It is a **repeated and sustained experience**, rather than an isolated incident;
- It involved an **imbalance of power** between the person being bullied and the person bullying

## Examples:

### DIRECT BULLYING:

- **Physical** – hitting, kicking, spitting, unwanted physical contact, damaging belongings, stealing
- **Verbal** – name calling, insults, put-downs, bullying by text message, use of hate websites, anonymous notes

### INDIRECT BULLYING:

- **Spreading rumours**, getting others to be unkind as well
- **Graffiti**
- **Psychological** – e.g. excluding someone from a group, intimidation, threats, forwarding hurtful texts, messages or photographs.

## **CYBER BULLYING:**

**The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying.** Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

1. Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
2. The audience can be very large and reached rapidly.
3. People who cyberbully may attempt to remain anonymous causing extreme distressed for those being bullied.
4. Cyberbullying can take place between peers and across generations. Age or size is not important. Bystanders can also become accessories to the bullying; e.g. by passing on a humiliating image.
5. Some instances of cyberbullying are known to be unintentional. It can be a result of not thinking or a lack of awareness of consequences.
6. Many cyberbullying incidents can themselves act as evidence. This is one of the reasons why it is important to know how to respond.

## **Peer on peer abuse (see Child Protection Policy Oct 2016)**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

Guidance on responding to and managing sexting incidents can be found at [http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/index.shtml#sex](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

## **Equal Opportunities**

We believe it is the right of every child, regardless of race, gender, special educational needs

and disability, religion and belief, sexual orientation, gender identity and reassignment, to have access to high quality learning experiences in a safe, secure and supportive environment. We are strongly committed to positive action to remove and challenge discrimination and stereotyping in all aspects of the school and its work.

### **Who may be bullied?**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Other may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. There will be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. We need to be aware of this to develop strategies to prevent bullying from happening.

### **Aims of The Grove Junior School**

- To make it clear to all members of the school community that no form of bullying is acceptable;
- For everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as a victim or observer;
- To ensure that all reported incidents are followed up;
- To establish facts clearly, taking separate accounts from victims, bullies and witnesses;
- To offer comfort and support to victims;
- To confront bullies with the seriousness of the offence and to offer support to help them readjust their behaviour;
- To seek parental/carer and peer group support and co-operation at all times;
- To keep an incident log to record and monitor all incidents of bullying.

### **The role of All Staff at The Grove**

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

All the staff in our school takes all forms of bullying seriously, and seek to prevent it from taking place.

- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or are witness to or are aware of any bullying;
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Teachers keep records/logs of all incidents that happen in their class, and that they are aware of in the school;
- Whole school assemblies may highlight the issue if appropriate;
- Everyone will be alert to signs of bullying and report it to the appropriate person;
- If an incident of bullying occurs, all those involved will be spoken to individually by the teacher or Head teacher;
- The victim will be offered support, guidance and comfort;

- Facts will be established as clearly as possible and the bully made aware of the seriousness of his/her behaviour. The bully will be told the consequences of his/her actions (according to the level appropriate as specified in the Behaviour Policy). Parents/carers will be informed;
- The Head teacher will log the incident;
- If the bullying still persists, the Head teacher will inform the Governors of the school and exclusion procedures will be considered.

### How we deal with bullying at The Grove Junior School

- Bullying is taken seriously and the Behaviour Code would be used, and procedures followed, as for all inappropriate behaviour.
- Staff will work with the child who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the child who is bullying, in order to change their behaviour. It is our aim to repair damaged or broken relationships, while recognising that this is not always possible.
- Staff will seek to work with the parents/carers of any child who is being bullied to support and encourage that child in finding solutions to the bullying.
- Staff will seek to work with the parents/carers of any child who is bullying to support and encourage that child to find positive alternatives to the bullying behaviour.
- Where necessary, staff will seek to involve the support of outside agencies in supporting children who are experiencing bullying, or who are bullying.

### The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Children all follow the Grove Golden Rules and positive behaviour patterns are rewarded within school.
- A worry box is available in each class for children to record any concerns they wish to be resolved.
- As part of the school community children have a responsibility to help combat bullying by following these DOs and DON'Ts – keep as is

<b>DO</b>	<b>DON'T</b>
<p><b>DO</b> be assertive and say 'NO' to bullying</p> <p><b>DO</b> tell someone if you think you are being bullied, or threatened.</p> <p><b>DO</b> be observant for signs that another child is unhappy</p> <p><b>DO</b> tell a member of staff if you think someone is being bullied</p> <p><b>DO</b> support other children when they are vulnerable.</p>	<p><b>DON'T</b> ignore bullying</p> <p><b>DON'T</b> join in with making fun of a child being bullied</p> <p><b>DON'T</b> gang up against another child</p> <p><b>DON'T</b> be a bystander. If you do nothing to help, you <b>are</b> involved in the bullying.</p>

### The role of parents and carers

Parents and carers have an important role to play in helping the school to deal with bullying. You should:

- Discourage children from using bullying behaviour at home, school, or elsewhere
- Take an active interest in your child's school life

- Contact the class teacher at the first sign that your child may be being bullied, or may be bullying others
- Monitor your child's access to and use of the internet and mobile technology

If you have any concerns that another child who attends the school may be experiencing bullying, please do mention this to a member of staff.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. The matter would then be investigated by the class teacher, and parents informed of the outcome.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of governors**

- The governing body supports the Head teacher and all staff in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **Monitoring and review**

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy.
- The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups.
- This policy will be reviewed every two years or earlier if necessary. The responsibility for this lies with the School Improvement Committee of the Governing Body.
- Monitoring will include equality dimensions (prejudice/identity based bullying): Special educational needs and disability, ethnicity/race, gender, gender identity and reassignment, religion and belief, sexual orientation.