



The Grove Junior School

Anti-Bullying Policy

Date adopted by the Governing Body: February 2026

Date for review: February 2028

Headteacher: Lorna Urquhart

Co-Chair of Governors: Sheila Smith and Jo Hamilton Watson

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.

The purpose of this policy statement is:

- to prevent bullying from happening between children who are a part of The Grove Junior School.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

Legal framework

This policy has been reviewed in line with *Preventing and Tackling Bullying Advice for head teachers, staff and governing bodies July 2017* and guidance from the NSPCC website.

Related policies and procedures

This policy statement should be read alongside our school policies and procedures including:

- Child protection/safeguarding policy statement.
- Procedures for responding to concerns about a child or young person's wellbeing.
- Dealing with allegations made against a child or young person.
- Managing allegations against staff and volunteers.
- Code of conduct for staff and volunteers.
- Online safety policy and procedures for responding to concerns about online abuse.
- Equality policy.

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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. DfE 2017

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 distress 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.

Child on child abuse (see Child Protection Policy)

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.

Child on child 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.

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

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. Others 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/carers 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.

- SLT have developed a code of behaviour that sets out how everyone involved in our school is expected to behave, in face-to-face contact and online, and within and outside of our activities
- SLT will provide support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- 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 PSHE curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. PSHE is used to praise, reward and celebrate the success of all children, helping 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/other members of SLT will log the incident using CPOMS;
- If the bullying still persists, the Head teacher will inform the Governors of the school and exclusion procedures will be considered.
- We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:
 - seeking opportunities to learn about and celebrate difference
 - increasing diversity within our staff, volunteers, children and young people
 - welcoming new members to our school.

How we deal with bullying at The Grove Junior School

- Bullying is taken seriously and our school's 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.
- Make sure our response to incidents of bullying takes into account:
 - the needs of the person being bullied
 - the needs of the person displaying bullying behaviour
 - needs of any bystanders
 - our school as a whole
- Review the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

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 will act to prevent and stop bullying - usually this is through telling an adult if they know or suspect that someone else is being bullied. Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them, in part, responsible for what happens to the victim of bullying.

- Pupils are invited to tell us their views about a range of school issues, including bullying, in a pupil questionnaire.
- Children all follow our Behaviour Code and positive behaviour patterns are rewarded within school.
- Useful information is displayed in classrooms around the school to support pupils in making the right decisions and who to go to if they need to discuss bullying.
- Be welcoming new members to our school.

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 Deputy Head teacher 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 Head teacher, 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 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.