



Anti-Bullying Policy

Policy Review	
Review schedule	3 years
Reviewing Committee	T & L
Date of Last Review	September 2017
Date of Next Review	September 2020

Headteacher signature	Date signed
Chair of Governors Signature	Date signed

What is bullying?

While there is no single definition of bullying, the DCSF identifies three characteristics that are included in most definitions:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target/s

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
(Safe to Learn, DCSF 2007)

Bullying can be short term or continuous over long periods of time.

Bullying can be:

<i>Emotional</i>	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
<i>Physical</i>	pushing, kicking, biting, hitting, punching or any use of violence
<i>Racial</i>	racial taunts, graffiti, gestures
<i>Sexual</i>	unwanted physical contact or sexually abusive comments
<i>Homophobic</i>	because of, or focussing on the issue of sexuality
<i>Direct or indirect Verbal</i>	name-calling, sarcasm, spreading rumours, teasing
<i>Cyber bullying</i>	All areas of internet, such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

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 in group activities and between families in the local community.

Aims and objectives

At Grove Road Primary School, it is our aim for all children to learn in a safe and stimulating environment which promotes and values individuality. Bullying is unacceptable and the school deals with these incidents through prevention and procedure.

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- To work in partnership with pupils and parents to promote openness and resolution.

This policy should be read in conjunction with other relevant policies such as our Behaviour policy and E-safety policy.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

- This can be achieved by:
 - The size of the individual,
 - The strength of the individual
 - The numbers or group size involved
 - Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours 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; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms For Parents and Staff

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
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (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.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

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Outcomes of known/ reported incidences of bullying

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, Outreach Support.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See Recording Bullying section and Appendix 2) and monitored to ensure repeated bullying does not take place. The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Grove Road Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school's tree of values and Assembly Themes, Anti-bullying week and continued focus throughout the school.

The ethos and working philosophy of Grove Road means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our School values and our behaviour system. Staff to follow the equality policy; supporting every child in our school. 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.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

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 and be kind to each other.

Involvement of Children

We believe it is important that the children should:

- Be engaged in the process of developing the school anti-bullying strategies
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable
- Be made aware that it is "Ok to tell" if they are being bullied or if they know someone else is being bullied, and that they will receive practical help if they do
- Be made aware of whom to contact if they have concerns about bullying

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 House Captain
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

What do we do in order to achieve our aims?

- All staff promote an open and honest anti-bullying ethos and reporting procedures
- There is a common procedure for reporting and dealing with incidents
- The children's attention is regularly drawn to our behaviour expectations
- The children are encouraged to share their problems with the adults in the school
- We monitor children closely
- We ensure that all children involved in disputes have a fair hearing
- We use curriculum opportunities (in particular, PSHE classes, assemblies, circle times and House Forums) to discuss issues around diversity and draw out anti-bullying messages
- We use opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies)
- We endeavour to teach children to play games and invent games by providing them with a wide range of equipment
- We identify any vulnerable children and ensure that all the staff are particularly aware of them
- We undertake 'hot spot' reviews, asking pupils to identify times and places when they may feel most vulnerable or unsafe.
- When bullying does occur we bring the matter to the attention of all staff in an appropriate manner, in addition to wider school messages through PSHE, assemblies, circle times and House Forums
- We aim to work in partnership with parents to ensure the well-being of their children and encourage them to be involved through a consultation and resolution process.

Roles and Responsibilities

The role of the Governing Body

- The governing body supports the Headteacher and Assistant Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

The governors require the Headteacher and all staff 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.

- The school responds within ten days to any request from a parent to investigate incidents of bullying. A full investigation is undertaken and the outcome is reported back to parents
- If parents are dissatisfied with the school's response and handling of events they can contact the governing body (see school based complaints guidance)

The role of the Headteacher and the Senior Management Team

- At Grove Road Primary School, the Headteacher and Assistant Headteacher are the designated person for matters concerning bullying.
- It is the responsibility of the Headteacher and SLT to implement the school anti-bullying strategies and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The Headteacher and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and all staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher and or other staff may decide to use assembly as a forum in which to discuss with other children why bullying behaviour is wrong.
- The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and openness making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour and children feel confident to voice concerns.

The role of the teacher and support staff

- Teachers and support staff support all children in their class and work to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- The staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- Class teachers keep their records of all incidents involving their pupils to enable the school to track them and identify potential bullying (See Appendix A)
- All staff are aware of the policy and the reporting procedures they need to follow.
- If staff identify that bullying is taking place, they follow the school procedures and do all they can to support the child who is being bullied. If there is a concern that a child is being bullied over a period of time, the class teacher informs the SLT and the parents/carers of all children involved are informed.

Notification, recording and monitoring incidents

Children should report any incidents of hurtful behaviour to the most readily available adult who might be:

- the adult on duty
- their class teacher
- a member of the support staff or office staff
- a member of the Senior Leadership Team

They may also chose to tell an older child who they trust (e.g. a Peer Mentor or House Captain) who will support them to immediately tell an adult. Information about the incident should be shared with the class teacher who will establish the seriousness of the incident. If, in their judgement, it is possible that bullying may be taking place, an initial investigation will be conducted. The information from this investigation will be recorded on Form 1 (See Appendix A) 'Initial investigation into the allegation of bullying.' Parents/carers will be informed of all significant incidents that involve harm/hurtful behaviour and they will be provided with sufficient information to enable them to support their child appropriately while investigations are ongoing.

Similarly, if staff receive any parental allegations of bullying, they will record the information on Form 1 (Appendix A). This will be kept in the behaviour log. Parent/carer meetings that raise such concern and that require action in response will receive follow up contact to update parents/carers and ensure that they consider matters resolved. Key actions of meetings should be noted.

If, following initial investigation, it is deemed that the incident is bullying, the following detailed procedures will be followed:

1. Identify who was involved in the particular incident including by-standers and friends
2. Interview the victim
3. Interview the perpetrator
4. Interview other relevant parties
5. Discuss the incident with the parents of all the parties
6. Discipline the bully and provide counsel as appropriate
7. An incident form (Form 2/ Appendix B) will also be completed and kept in the 'Behaviour, Antbullying & Racist Incidents' File, where we record all incidents of bullying.
8. Complete form 3a: Support provided for bullied child (Appendix C)
9. Complete form 3b: Action and support provided for child who has bullied

In cases where an incident takes place off school premises the school will still monitor it as a bullying issue and will liaise with external agencies as appropriate (e.g. police service) In cases where initial discussions with parents have proven ineffective, the SLT may contact external support agencies such as social services or the Dacorum Education Support Centre. These services may provide additional support. Parents will always be contacted to inform them if their child has been involved in a racist incident.

Racism

At Grove Road Primary School we take all bullying incidents very seriously and that would include any incidents of racism. It may be a physical or verbal act suffered by a group or individual because of his/her colour, race, nationality and ethnic or national origins.

The Home Office Code of Practice on Recording and Reporting Racial Incidents (April 2000) requires that all agencies use the same term to define what constitutes a racist incident:

"any incident which is perceived to be racist by the victim or any other person" (P.15)

Hertfordshire County Council Guidelines state that:

'4.7 In some incidents the motivation may have been to cause that harm or offence, in others it may have been unintentional. Both would constitute recordable racist incidents.'(P17)

' 4.11 Racist incidents may include:

1. *Threatened or actual physical assault*
2. *Verbal abuse*
3. *Racist graffiti (on school furniture, walls or books)*
4. *Distributing racist literature*
5. *Wearing of badges or symbols belonging to known racist organisation*
6. *Name calling*

7. Teasing in relation to language, religion or cultural background
8. Expressions of prejudice calculated to offend or to influence the behaviour of others
9. Intimidation
10. Isolation and spreading of rumours
11. Inappropriate and hurtful humour' (P.18)

'4.13 In recording unintentional racist incidents the school may be dealing with some aspects of the list above but might also be responding to no more than an individual's perception that they feel upset, distressed, picked on or discriminated against. Younger pupils may unwittingly use offensive language which they do not fully understand and did not intend. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used.'(P.18)

'In recording incidents you are not labelling children as racist. The records are held centrally in the school and not on individual children's records (unless the behaviour becomes extreme or repeated. Contact with parents of those who have given offence would not be necessary in victimless incidents, unless intent was evident or this was repeated behaviour.' (P.21)

'6.3 Under DfEE guidelines governing bodies have a responsibility to monitor the number and nature of racist incidents in the school and the action taken to deal with them. Never the less, full details of incidents would not go to a full governing body meeting.' (P.29)

Taken from *'Preventing and dealing with racist incidents'* produced by Hertfordshire County Council

How we deal with racist incidents:

All reported incidents of racism are treated very seriously and reported to the Headteacher who will then make a record of the incident and record action taken. Incidents involving young children are handled sensitively and with the awareness that the child may not completely understand the full implications of what has been said or done. It is made clear to both children that the racist action or use of racist language is totally unacceptable. Sanctions may be used in line with the school behaviour policy. The school follows the guidelines as set out in the handbook *'Preventing and dealing with racist incidents'* produced by Hertfordshire County Council.

Exclusion

In extreme circumstances the Headteacher has the right to exclude children from the school for bullying offences. Such exclusions may be fixed term (temporary) or permanent. Pupils cannot be excluded from school for being bullied even if the school believes it may benefit the child.

The legislation on exclusion in the Education Act 2002 makes clear that "exclude...means exclude on disciplinary grounds". Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the Headteacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, this will be considered differently from an unprovoked act.

Special Educational Needs and Disabilities

We recognise that some pupils may have additional needs or disabilities which make it more difficult for them to interact appropriately or empathise with other pupils and we aim to support these pupils as much as possible to enable them to enjoy positive relationships. These needs will be taken into consideration when dealing with any instances of bullying.

The role of the parents

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

Evaluation of bullying incidents

- All incidents of bullying are recorded in sufficient depth so that analysis showing trends/patterns may be used to inform future policy and practice.
- Bullying data will be reported annually to the governors and to Herts County (via electronic survey). Any reporting will comply with the Data Protection Act.

Monitoring and review

- This policy is monitored on a regular basis by the SLT, who report to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness at least annually. They do this by examining the school's anti-bullying records and through discussion with the Headteacher as part of the termly report to the full governing body. Governors analyse information with regard to gender, age, SEND and ethnic background of all children involved in bullying incidents.

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Bullying Report and Monitoring Form

Appendix B/ Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident (s)
Please give a precise account including places, date, times and any

witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties

are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Appendix C/ Form 3A: Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

- Separate on-site respite provision
- Regular contact with chosen member of staff
- Restorative justice process
- Empowerment education
- Pastoral team support
- Formal counselling
- Parental meetings
- CAF/ Family First
- CAMHS
- Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Appendix D/ Form 3b **Action and support provided for child who has bullied**

