



**The Glenaire Way: Safe –
Respectful – Ready to Learn**

Anti-bullying Policy

September 2021

Version: September 2021

Agreed by the Governing Body:

Signed by the Governing Body:

To be reviewed (annually): September 2022

INTRODUCTION

Everyone within Glenaire Primary has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils and staff which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in school, following 'The Glenaire Way' including ensuring they understand the issues relating to bullying and that they feel confident to seek support from a trusted adult should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

AIMS AND OBJECTIVES

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Through raising awareness about bullying behaviour we aim to prevent bullying.

We aim, as a school, to have a zero tolerance towards bullying to ensure children have a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying within our school community.

A POSITIVE SCHOOL ENVIRONMENT

We aim to provide a school environment where everyone feels emotionally and physically safe. We will do this by following 'The Glenaire Way' and by:

- Adopting a **Zero Tolerance approach** to negative behaviours including all forms of bullying; emotional, physical, prejudice based and discriminatory, including racial, faith based, gendered (sexist) homophobic/biphobic, transphobic, disability based, sexual (including sexual harassment), direct or indirect verbal bullying and cyber-bullying
- Being aware of and implementing school policies which support this ethos
- Providing an age appropriate PSHE and Safeguarding Curriculum
- Surveying the views of parents, staff and children with regards to behaviour and safety.

DEFINITION OF BULLYING:

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Approaches to Preventing and Tackling Bullying”, June 2018).

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace’ (www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

At Glenaire Primary we use the acronym STOP to give children a simple definition and aid memory. STOP stands for Several Times On Purpose: we also teach children the wider understanding in terms of power imbalance and types of bullying.

We also use the acronym START to help children with ways to address bullying: Stand Tall, Act Responsibly, Together.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

It is:

- Deliberately hurtful behaviour
- Repeated, often over a period of time
- Difficult for those being bullied to defend themselves
- Someone who has power over others and uses it
- Difficult for those who bully to learn new social skills

TYPES OF BULLYING:

Bullying can happen to anyone. This policy covers all types of bullying including:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based- children with SEND young carers, children in care related to physical appearance/mental health	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) Related to sexual orientation Related to personal or home circumstances
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TYPE OF BULLYING	DEFINITION
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All of the above categories are called '**protected characteristics**'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, and take swift action, including where the behaviour represents a one-off incident.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Sexual – including sexual harassment	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, belittling
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Specific behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

'Banter'

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, the perpetrator will often willingly and/or immediately apologise.
- Malicious Banter- Done to humiliate a person - often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, we will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where can bullying take place?

Bullying is not confined to the school premises. It also exists outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to support and advice families if bullying occurs off the premises.

Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then progress online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour.

Sexual harassment and sexual violence- Zero-tolerance

Glenaire Primary will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Glenaire Primary has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help or
 - Refer to children's social care
 - Report to the police

At Glenaire Primary we recognise that bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

We will ensure that every reported incident will be investigated and the victim/s will receive support.

Procedures for recording bullying:

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

This will include making a formal log of;

- who was involved (or alleged to be)
- where and when the incident happened
- what happened
- what action was taken
- how it was followed up

Direct action against bullying should occur within a context which reminds children and staff that bullying behaviour is unacceptable to the school and will not be tolerated

Guidance to staff when investigating an incident

Staff must be aware of the language used in the discussion as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours. In this way you are labelling behaviours, not children

All members of staff, teaching and non-teaching, should address any incident of suspected or observed bullying by adhering to the following points:

- Remove the involved parties to a quiet area to discuss the incident.
- Keep a record of the discussion if necessary and transfer detail to bullying log.
- Acknowledge there is a problem and help the pupils to find their own solution
- When discussing the incident staff to remain neutral. Think carefully about how questions are phrased and avoid direct closed questions.
- Allow each pupil an opportunity to speak.
- If the class teacher is not the person completing the incident log it is vital to ensure that they are fully aware of the incident and have read the completed log.
- Class teacher to speak with parents to explain the incident and procedures.
- Completed incident log to be passed to the relevant Assistant Headteacher, who will complete additional fact finding if necessary and safely store the records for reference. Any bullying allegation must be logged on cpoms and the Headteacher alerted.
- Involved staff to ensure that action to address the issue is fully recorded. Some staff may wish to liaise with colleagues before completing this section.
- Relevant staff to ensure that a follow up meeting/check with involved parties takes place to show that action has been effective. Record follow up notes on the bullying log and ensure an update is given to the AHT/HT as appropriate.

Guidance for Pupils:

We will:

- Regularly obtain children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who show bullying behaviours in order to address the problems they have.

Guidance for Parents and Carers:

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 immediately.

We will

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Glenaire Primary School recognises the importance of working with parents and that parents 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.

Success Criteria of the Policy

Expected effects of anti-bullying policy:

- Staff and children are vigilant in response to bullying behaviour
- Pupils say that bullying is rare and dealt with well when it occurs
- All stakeholders feel that the school is trying to prevent bullying and there is evidence of decreasing incidences of bullying.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Assistant Headteachers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

EDUCATION TO HELP PREVENT BULLYING

Glenaire Primary uses the **Jigsaw PSHE** programme, which contains strategies and key learning about bullying, reporting and making the right choices i.e. it promotes co-operation, helpfulness and consideration for others.

Citizenship elements of the curriculum cover issues such as assertiveness, peer pressure, antisocial behaviour, crime and punishment and actively discourages negative behaviour towards others.

ASSEMBLY: Our British Values and wide range of assembly themes raise awareness of bullying and also teach other key values (such as 'Caring', 'Tolerance' and 'Respect') to deter it.

NSPCC – There is an annual assembly focused on the NSPCC and how children can access support. We also use a Buddy Box linked to NSPCC Buddy as a way for children to alert staff to safeguarding issues in a safe and private environment

The Family Support and Early Help Leader - delivers bespoke preventative and reactive programmes for vulnerable children and families.

For example:

- Anger Management
- Counselling and/or Mediation schemes
- Small group work

Part of this role is to offer support for parents/carers through parent groups, workshops, parent information events and the Early Help Assessment Team around the Family approach.

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

- Encouraging all staff to model expected behaviour

Anti-Bullying Week

By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and parents to understand what bullying is and how to report concerns.

Links with other policies:

Policy	Why
Behaviour	Rewards and sanctions, Codes of conduct
Safeguarding & Child Protection	Child protection
Acceptable Use	Cyber bullying and online safety
Equalities policy	Prejudice related crime
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

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 on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this via bullying data reported and by discussion with the head teacher. The Bullying Log analyses information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-withoutmental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- *Changing Faces*: www.changingfaces.org.uk
- *Mencap*: www.mencap.org.uk
- *DfE: SEND code of practice*: <https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational