

# The Grove Primary School



## Anti-Bullying Policy 2021

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## Our ethos and values:

### Wonder Explore Grow

At The Grove we seek to inspire, nurture and empower the individuals to become curious, creative and confident life-long learners, with the skills, mind-set and independence to thrive in an ever-changing society.

### Definition

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

***‘Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’***

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education)

**Bullying will not be tolerated at The Grove Primary School . All forms of bullying will be addressed.**

### **Bullying can occur through several types of anti-social behaviour:**

- Physical – a child may be physically punched, kicked, hit spat at etc.
- Verbal – verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical or social disability or personality.
- Exclusion – a child may be bullied simply by being excluded from, or left out of discussions / activities by those they believe to be their friends. This constitutes bullying and is a form of emotional abuse
- Damage to property or theft – pupils may have their property damaged or stolen. The bully may use physical threats in order that property is handed over to them.
- Cyber bullying - All areas of internet, such as email and internet chat including the mis-use of Twitter, Facebook, Snap Chat, Instagram, TikTok (see our eSafety Policy 2020 for further information and guidance)
- Unwanted physical contact

Bullying is not the same as falling out with a friend or friends.

**We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted by certain children.**

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Rather than telling an adult, children may indicate by signs and symptoms that they are the victims of bullying. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Begs to be taken to school
- Changes the usual routine
- Is unwilling to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do less well in school work
- Comes home with clothes or possessions damaged
- Starts stealing money
- Has dinner or other money 'lost' frequently
- Has unexplained cuts and bruises
- Comes home starving [ more so than is usual]
- Becomes aggressive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the mobile phone [or internet]

### **Peer-on-Peer abuse (KCSIE 2021)**

Peer-on Peer abuse can take various forms including:

- Serious bullying (including cyber bullying)
- Relationship abuse
- Domestic violence
- Child sexual exploitation
- Youth and serious youth violence (including gangs)
- Harmful sexual behaviour
- Gender/Race violence

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Staff will always investigate their concerns and recognise their duty to do this as part of their wider safeguarding duty.

### **Aims**

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community
  - To make it clear that all forms of bullying at our school will not be tolerated
  - To enable everyone to feel safe while at The Grove Primary School
  - To encourage pupils to report incidents of bullying, including cyber bullying and bullying outside of school.
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- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

### **The Role of the School**

All members of the school community (pupils, staff, parents and governors) need to understand what constitutes bullying and be alert to signs that bullying is taking place.

Staff must understand the importance of preventative measures and also the procedures to follow if an incident of bullying takes place.

We aim to create an atmosphere where children feel that they will be listened to; sensitivity will be shown, and swift action taken.

When responding to incidents of bullying, staff will ensure that:

- the school's opposition to such behaviour is made clear
- the reasons for the school's objections to such behaviour are explained
- steps are taken to ensure, that as far as possible, such behaviour is not repeated
- the parents of the offender are informed of the school's policy not to tolerate such behaviour
- the child who has been bullied and his/her parents are supported and kept informed
- bullies and victims will get a buddy from their class to help support them
- the nature and response to an incident is made known to other staff and recorded as outlined below

### **Preventative measures**

We recognise the value of teaching our pupils about strategies associated with keeping themselves safe. We have an open door policy whereby children and adults can talk about issues of concern to an adult of their choosing. All pupils are encouraged to identify adults in school who they can speak to about issues or incidents and they are reminded regularly about this. For any child who feels that they cannot or do not want to approach an adult, we have a worry boxes in the quiet room, which is checked twice weekly and issues dealt with by one of our key workers. Issues will be dealt with discretely where possible.

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We will:

- help children to behave in a socially responsible way, through the PSHE curriculum in particular, and our therapeutic approach to behaviour
- provide opportunities for children to share their ideas and feelings about bullying
- promote positive attitudes towards differences
- Home/School Agreement
- Encourage children to recognise their emotional status and understand how this can affect their behaviour
- Themed assemblies on bullying and participation in events linked to Anti-bullying Week (16<sup>th</sup>-20<sup>th</sup> November, 2020)

<https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

- ensure that all children know that the school cares about bullying
- organise supervision of key areas of the school
- take steps to prevent children from making unkind or offensive comments
- Teaching children what healthy relationships are as part of our Relationships Educations curriculum (revised for September 2020 – we use the Jigsaw Scheme of Work, which includes all of the compulsory components of the KS2 SRE curriculum)
- Teaching children the value of kindness and consideration for others – that this is good for them too and will make them feel better too

### Proactive Strategies

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored. Pupils understand that this behaviour is not tolerated. To make it simple the children are taught the acronym:

#### **STOP!**

|          |         |
|----------|---------|
| Several  | Start   |
| Times    | Telling |
| On       | Other   |
| Purpose, | People! |

### Reactive Strategies

- Clear procedures for reporting, recording and tackling bullying
  - Immediate removal from the playground/classroom of any child involved in a serious incident
  - Circle Time
  - Support /mentoring programmes
  - Referral to external services if necessary
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### Action to be taken when bullying is suspected:

If bullying is suspected, we talk to the suspected victim, the suspected bully and any witnesses. Help and support will be given as is appropriate to both the victim and the bully.

We support the victims in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose
- Informing the victim's parents/guardians
- Log the incident and the response on MY CONCERN, then monitor the impact
- Offering continuing support if the victim requires it from our key workers

We also discipline and try to help the bully in the following ways:

- Talking about what happened, to discover why they became involved
- Informing the bully's parents/guardians
- Log the incident and the response on MY CONCERN, then monitor the impact
- Continuing to work with the bully to support him/her in challenging any underlying attitudes; recognising the destructive nature of his/her behaviour and supporting the person in making any necessary changes

### The Role of the Pupils

Pupils at The Grove Primary School will:

- Think about their actions and remember the school's three rules (to be respectful, safe and ready to learn.)
- Use **STOP** to recognise bullying behaviour
- Recognise that they have a responsibility to report any incidents involving bullying behaviour
- Tell a member of staff who they trust as soon as possible or use the school worry box to report a problem
- Have the option of using the drop in times during playtime each week as well as talking to any adult their trust in school.

If you think you are being bullied:

- Tell your Class teacher, Teaching Assistant or another adult in school - they will write an account or statement about the incident. Parents will then be informed of the situation, if appropriate
  - This information will also be passed onto the suspected bully's class teacher
  - Depending on the severity of the incident, the victim and the bully might be brought together by the Class teacher and the incident talked through
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- Sanctions may be used if it is deemed appropriate
- Once the incident has been dealt with the situation will be monitored to ensure the bullying has not resumed
- If the bullying is seen to be continuing then the process will begin again with stricter consequences for the bully
- Remember that it is not your fault and that we can help you to sort out what is happening by talking about it

### **The Role of Parents**

Parents, carers and families have an important role to play in helping our school to deal with bullying. They should:

- discourage their child from using bullying behaviour at school, at home or elsewhere
- take an active interest in their child's school life, discuss friendships, how playtime is spent and the journey to and from school
- watch out for signs that their child is being bullied, or is bullying others
- contact the school at the first sign if they are worried that their child is being bullied or is bullying others, making an appointment to see the child's class teacher
- when speaking to the teacher be as clear as possible about what your child says has happened – if possible give dates, places and names of others involved
- Checking the resources on this website for information and advice about bullying:  
<https://www.anti-bullyingalliance.org.uk/tools-information>

### **Advice for Parents of Child Who Is Bullying**

If your child is bullying, they could be copying the behaviour of other people at home or at school; or perhaps they have not learned better ways of mixing with their friends. Friends may be encouraging bullying, or your child may be going through a difficult time and acting out aggressive feelings.

To stop your child bullying:

- explain to your child that what they are doing is unacceptable and is making another child unhappy
  - show your child how they can join in without bullying
  - see your child's teacher to talk about how you can work together to stop your child from bullying others
  - check regularly with your child about how things are going at school
  - give your child lots of praise when he/she are co-operative and kind to other people
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### **The Role of the School Parliament**

- One of the roles of the School Parliament is to promote positive behaviour and to prevent bullying, by working across the school and linking to the Senior Leadership Team
- Each class representative of the School Parliament has a duty to report bullying
- The School Parliament will review the policy and the definition of bullying each year
- The School Parliament should work as a team to ensure compliance with the policy

### **The Role of the Governing Body**

The Governing Body has an important role to play in ensuring that this policy is operated by all staff and that it is effective. The Governing Body should:

- review the anti-bullying policy annually
- consult with interested parties when revising the policy
- help to explain and comment on the policy to all interested parties
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy

The school's strong policy to reduce incidents of bullying also relates to all adults employed by the school. Positive relationships are encouraged and any member of staff who feels intimidated by the behaviour of another must report to either the Head teacher or Chair of Governors.

### **Monitoring:**

All incidents will be reported to the Head teacher and monitored by the Class Teacher. Staff will be made aware of any pupils whose behaviour is being monitored to ensure vigilance at play times and lunch times.

The head teacher maintains records of bullying incidents and reports to governors every term of this subject. Data is considered on terms of increasing or decreasing numbers and action taken to address any increases in bullying behaviour in order to determine actions to reduce incidences.

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**Evaluating:**

The Class Teacher and/or the Head teacher will evaluate the incident as soon as possible but within one day of being reported.

**Policy Review:**

Children will have the opportunity to express their views as part of an on-going cycle of activities planned for PSHCE. The policy will be reviewed every year and the working group will include parents, governors, staff and pupils.

This policy is to be read in conjunction with the school's Behaviour for Learning Policy, SEND Policy and e-Safety Policy. It should also be read in conjunction with the Grove Primary School Code of Conduct to reflect that fact that bullying in the workplace will not be tolerated and that all adults in school must lead by example.

## Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- ✓ **Has the incident with the same person or people occurred several times within a reasonably short period of time?**
  - ✓ **Is it a disagreement or the result of play which has got out of hand?**
  - ✓ **Is it a 'falling out of friends' matter?**
  - ✓ **Are you sure that the child has not had at least partial responsibility for the incident?**
  - ✓ **Can you recognise a pattern to the incidents?**
  - ✓ **Have you noticed any change in the child's behaviour?**
- Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.
  - All incidents of bullying (as defined in our policy) will be recorded by the school using our MY CONCERN system.
  - The Head teacher will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.
  - Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.
  - All discussions and actions relating to the incident/investigation will be documented onto My Concern as a bullying incident so that the child can be monitored. This monitoring will include the child who has been bullied and the child who was the bully – both need support and guidance to help them to manage any future situations and to help them recognise what a healthy relationship is .

Staff are mindful that there should be consideration given to any potential safeguarding concerns where children display persistent bullying behaviour, and to report these concerns to the DSL or SLT as soon as possible.

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## **APPENDIX B ADDITIONAL INFORMATION FOR PARENTS**

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.

When a bullying incident has come to the attention of Grove Primary School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

The Grove Primary School will:

- Talk the incident through with all parties involved
- Support the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rule(s) have been broken
- Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Head of School expressing concerns
- Time out from the classroom
- Pastoral support plan
- Risk Management Plan; Roots and Fruits or other STEPS appropriate analyses.
- Fixed term exclusion
- Permanent exclusion