



# **Grove Wood Primary School Anti Bullying and Harrassment Policy**



**Ratified by Governors: July 2022**  
**Next Review date: July 2024**

## **Anti Bullying and Harrassment Policy**

At Grove Wood Primary School we treat bullying very seriously. The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. All members of the school community should feel comfortable to tell someone and know that it will be dealt with promptly and effectively.

### **BULLYING**

- At Grove Wood we agree with the local authority definition of bullying, which states that:

*Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation intentionally and can affect an individual or group.*

*Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation*

The main areas of Bullying are:

- Emotional unfriendly, excluding, tormenting  
(e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic or biphobic Focus on the issue of sexuality/ image
- Transphobic Gender identity or perceived gender identity
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Religion prejudice of any religious group or acts
- Online
  - All areas of internet such as online messaging, chat apps
  - Phone threats by text messaging & calls
  - Misuse of associated technology , i.e. camera & video

Within the school we foster the ethos of respect as a prerequisite and as such we teach the children that using any prejudice based language is unacceptable.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. (See appendix 1 for further changes in behaviour)

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## The Law

### The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs **even when the pupil is not on school premises** or under the lawful control of school staff.

### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

## Implementation

### Schools

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

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- a clear account of the incident will be recorded and given to a member of the Senior Leadership team.
- The Senior Leadership team member will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the class teacher will advise the appropriate subject teachers.
- parents will be kept informed at all stages
- Consequences will be applied appropriately and in consultation with all parties concerned.

### **Pupils**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice (usually the inclusion team member)
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.
- Setting up a peer / buddy support group that will involve chosen children from both the child and teacher. This in some cases may include the bully.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

### **Protocol first steps**

If a child or parent contacts the school regarding a suspected bullying issue, the teacher or member of staff will immediately report the incident to a Senior leader and log the incident in the nagging doubt folder held in the Head teachers office. This also is the case of a racist incident, this must also be logged in the same folder.

If anything should happen that has not yet been disclosed or confirmed, suspicions should be logged in the nagging doubt folder also held in the Head teacher's office. Staff should always make the Senior team aware of entries to the folder.

The following disciplinary steps can be taken:

- Sanctions carried out in line with the school behaviour policy
- Meetings with pupils and parents
- official warnings to cease offending
- fixed-term suspension

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- permanent exclusion.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- In November each year the school will further raise awareness of the issue of bullying by supporting national anti bullying weeks/ Anti Bullying Association

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Last reviewed 2022

Next reviewed 2024

## Appendix 1      Information from the Kidscape website

### **Signs and Symptoms**

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
- doesn't want to go on the school / public bus
- 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 poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings

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- 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 & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### **Department for Education resources:**

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (A video resource about bullying involving young children with disabilities)

Let's Fight it Together (A video resource about Cyber-bullying)

### **Legislative links:**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

### **Specialist organisations:**

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

### **Online-bullying:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

### **LGBT:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND:**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.