Anti-Bullying Policy

This policy applies to the whole school including the Early Years Foundation Stage.

Introduction

The wilful hurting, physically and emotionally, of children in our care will not be tolerated. We view bullying as a very serious issue, and we will make every effort to ensure that bullies are dealt with appropriately. The school accepts that it is their duty to promote good behaviour and refers to the latest ISSR regulations and government guidance when writing policies and dealing with incidents.

Aims

The aim of our Anti-Bullying Policy is to clarify for pupils, staff, governors and parents that bullying is always unacceptable and incidents will always be addressed.

Appropriate training will be given to staff. Sections on advice for pupils and parents have been included.

By clear, preventative steps and an open policy against bullying, we hope that The Granville will remain as free as possible from the problem.

Children can be nasty to each other; incidents will occur from time to time and all adults in a school need to have help in how to deal with such situations. These guidelines are for the use of teachers and supporting staff who come across any form of bullying – whether it is verbal, emotional or physical bullying.

Safeguarding children and young people

A bullying incident should be addressed as a safeguarding concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to their DSL or if need be, the local authority children's services or emergency services. Please see Safeguarding Policy. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

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, online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, sexual orientation, special educational needs and disability, or because a child is adopted or has caring responsibilities. It may occur directly or through cybertechnology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional and cyber-bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Physical bullying includes behaviours such as hitting, kicking, shoving, spitting, beating up, stealing or damaging property.

Verbal bullying includes behaviours such as: name calling, mocking, hurtful teasing, humiliating or threatening someone, racist comments or sexual harassment.

Social bullying includes behaviours such as rolling your eyes or turning away from someone, excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships.

Electronic or Cyber bullying includes the use of email, mobile phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships. Bullying may also take place due to some children not having access to online learning facilities (See Computing and ICT Policy).

Racial bullying includes behaviours such as treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names or telling racist jokes.

Religious bullying can include treating people badly because of their religious background or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

Sexual bullying includes behaviours such as: leaving someone out or treating them badly because they are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour and name calling.

Disability or learning difficulties (SEND) bullying includes behaviours such as leaving someone out or treating them badly because of a disability or difficulty or because they are a carer or adopted, making someone feel uncomfortable because of a disability or difficulty, or making hurtful comments or jokes.

Homophobic or prejudiced bullying includes any hostile or offensive action, as defined above relating to sexual orientation or protected characteristics with sensitivities towards people who are transgender, including verbal, physical, emotional, social exclusion, harassment, insulting, degrading comments, name calling, gestures, taunts, insults or jokes.

Protected Characteristics

Under the Equality Act 2010 it is against the law to discriminate against anyone because of their 'protected characteristics'.

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

SEND

We recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying either as a victim or perpetrator and we will implement additional pastoral support as required alongside close liaison with the Head of Learning Support (SEND).

Cyber- bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying by children, which can occur in or outside school. Cyber- bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessibility as people can forward on content at a simple click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available: https://www.gov.uk/government/publications/searching-screening-and-confiscation
For more information on how to respond to online bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'. Please also refer to Computing and ICT Policy, and the Online Safety Policy.

Prevention

The Granville's response to bullying does not start at the point at which a child has been bullied. Staff are trained to have a sophisticated approach where they proactively gather intelligence about issues between pupils which might provoke conflict and then develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, including in lessons, form time, circle time, PSHCE, or through assemblies. Staff themselves are able to determine what will work best for their pupils, depending on the particular issues they need to address and the age, understanding and needs of the pupils.

The Granville creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils,

an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

It is important that any relevant information regarding a child is recorded on the school's SchoolBase facility. This enables all staff to record, read and share information and provides a historical evidence bank. Any information disclosed will be treated as confidential. The Headmistress and Deputy Head must always be alerted and, if necessary, will advise which staff should be informed. Everyday issues that have been recorded should automatically be sent to all staff.

Training

All pupils, staff, governors and parents have had and will continue to have access to appropriate training. It is provided in a number of ways including outside speakers, presentations and support from organisations such as NSPCC and online training for staff. The training will empower the whole school community to recognise and play a part in preventing bullying, and cyber bullying, including when they are a bystander.

Bullying - Possible signs

Pupils who are being bullied may show changes in behaviour, such as nervousness, eating problems, avoiding playground/games, feigning illness, clinging to adults, e.g. slow to leave the classroom or over keen to do jobs during break times. They may show changes to work patterns, lack concentration, be frequently absent, and show reluctance to use the cloakroom facilities. It can also affect their physical appearance. It is important to recognise that emotional and psychological bullying may not be visible to the adult or even to other children and this is very important to avoid serious long-term damage.

What do we constantly need to consider?

- Places of risk - locations within the school where children think they are unobserved, or where their high spirits may become uncontrolled.
- Particular times - playtimes, cloakroom/toilet time, beginning and end of the school day.
- Our general attitudes - we must never make sexist or racial remarks, derogatory comments, belittle children or act as bullies ourselves.
- Our own attitudes towards children – are we impartial and equally encouraging to all?
- Tolerance, understanding and mutual respect, particularly between different racial groups and especially at times when there may be international tensions.

Encouragement to tell

It is important that we create an atmosphere in the school where pupils who are being bullied or those who know about it, feel that they will be listened to and believed, that action taken will be sensitive and effective, and that the school will do all that it can to prevent retaliation by the bully once the allegation has been reported.

Procedures

The Bullied

- **DO** inform the alleged victim that you cannot guarantee confidence.
- take the incident or report seriously.
- take action as quickly as possible.
- reassure the victim(s), don't make them feel inadequate or foolish.
- reassure the victim that this has happened to others, there is nothing wrong with them.
- offer concrete help, advice and support to the victim(s).
- give continued support to the victim.

The Bully

- make it plain to the bully that their behaviour is unacceptable.
- remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- explain clearly and precisely what behaviour is causing distress to the victim.
- encourage the bully to see the victim's point of view.
- discuss ways in which the bully must change their behaviour.
- think hard about whether your action response to the allegation needs to be private, who are the pupils involved?
- punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.
- explain the punishment clearly and why it is being given.

Both the bullied and the bully will be given appropriate pastoral care.

Staff Responsibilities

- to be alert to children who may be vulnerable and at risk from bullying.
- listen to the child and record everything on SchoolBase in 'Day Book'.
- teacher should record discussions with both parties.

- Headmistress and Deputy Head, who are also the school's DSLs, to be notified immediately and sent a report, she will decide the action to be taken and how to inform/involve parents and if outside agencies need to be involved.
- reports to be placed in files.
- non-teaching staff should report any incident to the Class teacher, Headmistress or Deputy Headmistress.
- ensure everyone knows that bullying is completely unacceptable and that they will be given support if they need help stop it.
- do not bully the bully but make clear that their behaviour is totally unacceptable.
- reward non-aggressive behaviour.
- help bullies to help others.
- give responsibility and try to improve social skills and assertiveness of the victim and raise their self-esteem which is shared through PSHCE and class/school responsibilities.
- make clear to the parents of bully and victim of the action to be followed.
- ensure an assigned person, who pupils feel they may trust, is available for the children to talk to in confidence (normally their class teacher).
- pass appropriate information on to next year's class teacher.
- discuss bullying with pupils in role playing situation viewing things from the victim's position. (Design posters, make leaflets with children, use drama situations).
- discuss racial harassment.
- use pupils to help shy children or newcomers.
- See Model Code of Conduct for Staff.

Recording Incidents

A written account of the incident, including the child's exact words, must be given to the Deputy Head who will also inform the Headmistress. In addition to putting a record of incidents as a 'Day Book Entry' on SchoolBase and the follow-up investigation on the file of all children involved, the Deputy Head will keep notes on the Whole School Bullying Record that will allow her and colleagues to track both any patterns that emerge and the success (or otherwise) of the school's intervention. Such patterns will be discussed at Staff Meetings, Pastoral Twilight Meetings, Senior Leadership Team meetings and at those of the Governors Education Committee which is responsible for Pastoral Care.

Involving others

- Inform the Headmistress or Deputy Headmistress.
- Record the incident to enable patterns to be identified, including whether the incident involved protected characteristics
- Inform colleagues if there is a need for everyone to be vigilant in the future.
- The Headmistress, or Deputy Headmistress in her absence, will inform parents of both the victim(s) and the bully(ies).

Sanctions

These sanctions are specifically for dealing with bullying and differ from the general sanctions in the Promotion of Good Behaviour policy.

- Minor incidents are dealt with by the class teacher giving a warning.
- Further incidents should be brought to the attention of the Deputy Headmistress or Headmistress. Parents would be notified at this stage.
- Major incidents should be brought straight to the Headmistress by the class teacher. The Head should then inform all parents involved immediately.

Sanction examples:
1st sanction: The pupil will be spoken to and warned, by the class teacher, of further sanctions if the bullying continues. Repetition of further incidents would result in staff being asked to observe at playtimes/lunch etc.

2nd sanction: The pupil will be spoken to by the Deputy Head followed by an exclusion from playtime and/or other extra-curricular activities.

3rd sanction: The Deputy Head will contact parents informing them that the next incident may result in suspension or exclusion.

Curriculum Support

All staff involved in the education and/or supervision of children are made aware of the issues of bullying and the need to apply consistently the school's policy of zero-tolerance, when episodes of bullying are witnessed or reported. Staff will consistently reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issues of bullying will be raised with pupils at a number of levels including:

- At whole school level through assemblies where children will be taught that bullying is unkind and that the school will not tolerate it.

- We aim to promote and understand the differences between people.
- Children will be taught the importance of avoiding prejudice-based language.
- At classroom level through stories, during circle time, R.E. lessons, PSHE and Citizenship lessons and through teaching and learning in many other subjects.
- At individual level children who are to be at risk of bullying, or who have suffered from bullying in the past will be given additional support and guidance.
- With children who have bullied others, they will be given advice and support and taught strategies to enable them to bring unacceptable behaviour under control and to prevent further incidents.
- Internet safety is regularly discussed in all lessons when relevant. It is also discussed formally during PSHCE and Computing lessons. The children have easy access to internet programmes to help them understand about how to keep safe online.
- All children will be taught and encouraged to display our Granville Values including kindness, tolerance and resilience.

Advice to Pupils

When you are being bullied:

- Be firm and clear, look them in the eye and tell them to stop.
- Get away from the situation as soon as possible.
- Tell an adult what has happened straightaway.

After you have been bullied:

- Tell a teacher or another adult in your school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

Advice to Parents

Parents who believe their children are the victims of bullying are encouraged to share their concerns with the school at the earliest opportunity and to be prepared to work with the school to keep children safe in the future. All expressions of concern will be treated seriously and investigated thoroughly.
Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of online bullying may also be involved in online bullying of others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and provides practical advice for parents.

Bullying which occurs Outside School

If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or her deputy who will decide what to do next. Where this relates to the schools EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practical.

Bullying of school staff

The school takes seriously its responsibility to safeguard members of staff against bullying behaviour. Any incidents of bullying, including cyber bullying, will be dealt with according to the school's behaviour and discipline policies and procedures. Extreme cases may lead to exclusion, or consultation with the police.

Please refer to the following policies: Safeguarding, Promotion of Good Behaviour, Equal Opportunities, ICT, PSHCE, SMSC and Pastoral Care.

Further details

DfE Preventing and Tackling Bullying document:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222417/preventing_20and_20tackling_20bullying.pdf
This document replaces Government's previous advice – Safe To Learn: **embedding anti-bullying work in schools**.

A copy is also kept in the Deputy Headmistress's office.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

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.
Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

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. It also provides online training for staff and parents.
https://anti-bullyingalliance.org.uk/

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.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- 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
- Childline: www.childline.org.uk
- Kid Power: www.kidpower.org

- Bullying: www.bullying.co.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: https://www.mencap.org.uk/
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability/peer-schemes-and-sendisability

  DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying: www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion and Nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/newsandevents

LGBTQ+

- Metro Charity: www.metrocharity.org.uk
- EACH: www.each.education
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/what-we-do/our-projects/project-deshame

Linked Policies:

- Safeguarding policy
- Computing and ICT policy
- Online Safety Policy
- Promotion of Good Behaviour policy