



# Whole School Pupil Anti-Bullying Policy

| Version | Date     | Description                       | Chair of Committee | Ratified (Y/N) | Next Review Due |
|---------|----------|-----------------------------------|--------------------|----------------|-----------------|
| 1       | 21/01/21 | Presented to Curriculum Meeting   | Paul Ilott         | Y              | Jan 2023        |
| 2       | Oct 2023 | Presented to Curriculum committee | Hilary Crooks      | Y              | Oct 2025        |
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## **Introduction**

Every child should be able to learn in our school environment free from bullying of any kind and they should feel safe and supported. There is no place for bullying in our school. Each of us involved in education has a role in creating a culture in our school where bullying is not tolerated. No young person deserves to suffer the pain and indignity that bullying can cause. We at Granta recognise the negative impact it has on the educational experiences and wider development of so many of our children and young peoples in Britain today.

Bullying has no place anywhere in our school community, and this applies both to the bullying of pupils and staff. Providing a safe and happy place to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of our school community.

## **What is bullying?**

Bullying is deliberately hurtful behaviour, it is usually repeated over time. There is an imbalance of power, which makes it hard for those being bullied to defend themselves. At Granta we define bullying as emotionally or physically harmful behaviour which is;

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group.
- Based on an imbalance of power leaving the person who is bullied feeling 'defenceless'.

We have pupils who do not understand the consequences of their behaviours and the effect it has on others. In these cases an incident may not be seen as bullying even though some pupils and parents will perceive the unfocussed behaviour as bullying and will become distressed by it.

For our pupils at Granta we define someone who bullies someone else in the following way; Someone who understands the consequences of their action and that their behaviour is in their control rather than being a part of their additional need.

## **Types of Bullying**

### **Physical bullying**

To use superior strength, size or numbers to force one's will onto another, against their wishes.

### **Verbal bullying**

Can be in the form of: persistent teasing, name-calling, taunting and intimidation, exclusion from a group, forcing another to act against their will, damaging/hiding or stealing another person's equipment, property or belongings.

### **Indirect**

By having nasty stories told about them, being left out, ignored or excluded.

**Cyber-bullying**

Can be defined as the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

**Lgbtqi+ bullying**

Occurs when bullying is motivated by a prejudice against people who identify themselves (or know people who identify themselves) as any of the following; lesbian, gay, bisexual, transgender, queer, questioning, intersex, allies, asexual or pansexual.

**Bullying around race, religion and culture**

Our school needs to be at the heart of tolerant and diverse community. Racism and bullying should have no place. Every young person deserves respect and a safe learning environment whatever their racial or religious background and every young person needs to learn that modern British society values diversity and mutual respect. We also know that racist bullying is an aspect of bullying that some schools find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism, Schools, like all public bodies, have a duty at law to promote race equality. At Granta we work hard to create an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, it is one way in which we as a school fulfil that duty.

We offer the following definition of racist bullying:

“The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status”.

While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying.

**Bullying related to special educational needs and disability**

‘Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind.’ (Thomas Hammarberg, 1997)

Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving young people with special educational needs (SEN) and disabilities.

It is designed to help to:

- Support learners with SEN and disabilities
- Understand, prevent and respond to bullying of children with SEN and disabilities
- Eliminate disability based discrimination and harassment

- Develop a non-bullying ethos and by doing so raise achievement and participation in safe, positive environments.
- Meet legal safeguarding obligations and comply with the Disability Discrimination Acts and other legislation.
- Build on the requirements of the SEN Code of Practice.
- Uphold the fundamental human right of children to be free from abuse.

**SEN and disability: who do we mean?**

Two main definitions are used to inform decisions about supporting children with SEN and disabilities. They are: the Disability Discrimination Act 1995's definition of a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' And the special educational needs definition of children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

All pupils who attend Granta have an Education Health and Care Plan.

Young people with SEN and disabilities may;

- Be adversely affected by negative attitudes to disability and perceptions of difference;
- Find it more difficult to resist bullies;
- Be more isolated, not have many friends;
- Not understand that what is happening is bullying;
- Having difficulties telling people about bullying.

Bullying will not be tolerate and should always be followed by an immediate and appropriate response.

Any kind of bullying is unkind, thoughtless, selfish and undesirable and will not be tolerated.

**Other types of bullying**

- Bullying related to being gifted and talented
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying

Granta recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, the person who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some Granta pupils can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ring leader is not around)

### **Bullying is not:**

The odd occasions of falling out with friends/peers, name calling, arguments or when the occasional trick or joke is played on someone.

It is an important part of pupil's development to learn how to deal with friendship breakdown, disagreements with peers or responding to someone playing trick.

### **Aims**

We need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice driven bullying and cyber bullying. School staff with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach, following our core values and staff charter helps our school to safeguard the well-being of the pupils and staff as well as playing their part in creating a society in which we all treat each other with dignity and respect.

When bullying does occur the school needs to respond promptly and firmly. We need to apply disciplinary sanctions as necessary. We need to work with bullies so that they are held to account for their actions and accept responsibility for the harm they have caused. We need to, as well, support those being bullied.

The full DCSF Guidance 'Safe to Learn, Embedding anti-bullying work in schools' sets out what the law says Children's Services, Authorities and schools should do about bullying in order to promote the well-being of young people and ensure they stay safe:

At Granta through our policies and more importantly through our actions, our pastoral care and our curriculum we are sending a strong message to all that bullying is not acceptable in our school.

Pupils at Granta know that they do not need to "suffer in silence".

All staff and pupils have the tools and confidence in the readiness of the schools leadership team, the whole school community and of course our parents to support them in doing this.

### **Signs and Symptoms of bullying**

The school recognises the fact that some Granta pupils are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Granta pupils who are being bullied may demonstrate physical,

emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other Granta pupils
- Developing changes in physical behaviour such as stammering and nervous ticks
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide
- Changes in use of technology such as social media use

Where Granta pupils are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service

The school recognises the fact that Granta pupils may bully, for a variety of reasons, and recognising why Granta pupils bully supports the school in identifying Granta pupils who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of Granta pupils who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some Granta pupils may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Poor communication skills

**What can a pupil do if they are being bullied?**

- Remember it is not their fault
- Tell someone they trust, giving as many facts as possible

**What can a pupil do if they see someone else being bullied?**

- Do not stay silent
- Tell a member of staff

**Strategies in school for the prevention and reduction of bullying**

- Core values and effective leadership promoting an anti-bullying ethos at all levels through the school.
- A curriculum that highlights and addresses issues at all ages, using the PSHE service framework and including e-safety
- Providing a transition program to support pupils moving across year groups and key stages
- Clear and consistent sanctions for a pupil causing the bullying
- Providing mixed age group lessons and social times that give pupils from different age groups opportunities to socialise and support each other.
- Incidents addressed in a consistent and timely manner.
- Opportunities maximised with school calendar to raise awareness e.g. Anti-Bullying week
- Engaging with school council
- Improving the school environment, particularly the outside areas.
- Ensure high level of staff supervision during unstructured times.
- Restorative Approach
- Therapeutic Thinking whole school approach
- Staff professional development highlighted by the Behaviour Lead.
- Reinforcing positive behaviour
- Multi-agency work
- Parental involvement
- Providing information to pupils/parents on support agencies

**Procedures for reporting and dealing with bullying incidents**

- If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the pupil that the school will deal with it sensitively but firmly.
- The member of staff must refer any incidents of bullying to the pathway leads, Assistant heads, Head teacher.
- The Assistant head discusses with the Head/Deputy Head and decides on action to be taken.
- Talks with victim.
- Asks victim to communicate their version of events.
- Talks with alleged bully.
- Educating the perpetrator in regards to acceptable behaviour with peers
- Informs parents of both parties.
- Tries to resolve the problem through counselling/taking/restorative justice

- If allegation is proven and serious the Head teacher may take disciplinary action.
- Can provide support for the victim via the assistant heads, Class teacher, peer mentoring or external agencies.
- Assistant head liaises with class teacher to monitor the situation, checking that further bullying is not occurring.
- All involved should record the incident on CPOMS and action taken.

### **Guidance on advice to parties involved**

To the victim:

- Revenge is not appropriate
- Involving other pupils, friends may not help
- Report future fears, incidents to an appropriate adult
- Reconciliation or avoidance should be considered

To the protagonist:

- Behaviour is unacceptable
- Is recognised as designed to cause distress
- Serious sanctions may follow
- Reconciliation or avoidance should be considered

To the parents:

- Do keep the school and staff informed by asking their child to tell the teacher or inform the school as soon as possible.
- Reassure that the school does its best to resolve all cases.
- Parents who are made aware that their child is bullying other children are asked to explain that what she/she is doing is wrong and makes other children unhappy.

### **Sanctions**

- Parents informed
- Pupil withdrawn from social contact at lunch/break times
- Exclusion from lessons or school email account
- Temporary exclusion
- Permanent exclusion

The school will endeavour to maintain counselling even when sanctions have been applied.

**Policy review period:** Every 2 years

**Review date due:** October 2025