

## Anti- Bullying Policy



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **ANTI-BULLYING POLICY**

### **Mission Statement:**

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their potential academically, socially and emotionally.

### **Introduction:**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and damages individual children. Therefore, we do all we can to prevent it.

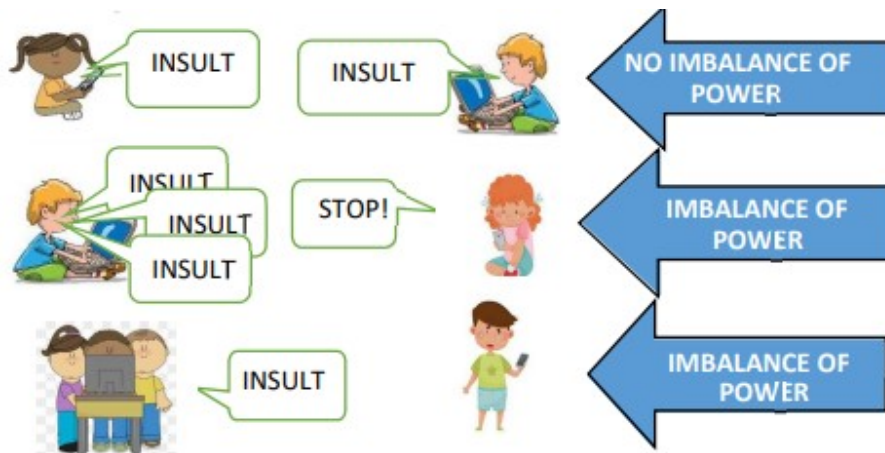
However, we must also be mindful that the term “bullying” is being increasingly used to describe every situation in which someone says or does something that hurts another person’s feelings. This is not only unhelpful as it prevents us from being able to swiftly put the right support in place for the child, it also minimizes the seriousness of real bullying as well as the experiences for people who really are a victim of bullying.

As such, it is imperative that the whole Glebe community understand the distinctions between the terms; “*teasing, rude, mean, conflict and bullying*” so we can better identify the offending behaviour and take appropriate action.

We use the following definitions to distinguish between these issues:

- **Teasing:** When someone says something in fun and playful way.
- **Rude:** When someone **unintentionally** says or does something that is hurtful and is not repeated
- **Mean:** When someone **intentionally** says or does something hurtful and is not repeated
- **Conflict:** When 2 or more people **disagree** or *argue* and **both sides share their views.**
- **Bullying:** When someone **repeatedly** says or does things **intentionally, targeting the same individual despite being told to stop or the other person showing they are upset, and/or with an**
- **imbalance of power (or threat of power).**

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**Bullying** is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted towards the same individual
- Difficult to defend against

We use our **Behaviours Flowchart** (appendix 1), to help determine which of the 5 behaviours above have occurred so that we can then act accordingly.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves – all bullying is aggression: either physical, verbal or psychological, although not all aggression is necessarily bullying.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, homophobic, transphobic, sexist or racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber Bullying (sending malicious or damaging emails)

Children must be encouraged to report bullying in school to a teacher or staff member.

In line with the Equality Act 2010, <https://www.legislation.gov.uk/ukpga/2010/15/contents> it is essential that our school:

- Eliminates 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.

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### **In the Education and Inspections Act 2006**

<https://www.legislation.gov.uk/ukpga/2006/40/contents> it states that schools have a duty to promote the safety and well-being of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

At Glebe Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, <https://www.legislation.gov.uk/ukpga/1989/41/contents> a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

***This policy is closely linked with our Behaviour Policy, our Behavior Matrix, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.***

### **Aims and Objectives:**

- We aim, as a school, to produce 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 Glebe aware of our opposition to bullying, and we make clear each person's responsibility with regard to the eradication of bullying in our school.

### **The following points are important in our management of bullying:**

- bullying in any form is unacceptable;
- early intervention is important;
- individuals must take responsibility for their own actions;
- parents should be informed and asked to support the school's policy;
- failure to deal with the bully will only encourage further aggression;
- adherence to parent, pupil and staff charter.

### **If staff come across bullying then we try to take the following steps:**

1. remain calm and remember we are in charge of the situation;
2. take the incident or report seriously;
3. listen to the victim, the perpetrator and any witnesses;
4. take action as quickly as possible;
5. make it plain to the perpetrator that their behaviour is unacceptable;
6. encourage the perpetrator to see why their action was wrong and if they cannot, explain to them;
7. encourage the perpetrator to see from the victim's point of view;
8. impose sanctions on the perpetrator using the school's Behaviour Matrix;
9. member of staff dealing with the incident to report it to the relevant Phase Leader, Deputy Headteacher and the Headteacher.

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Bullying is a serious offence and it is important that all relevant staff are made aware. The parents of both the victim and the perpetrator will be informed calmly, clearly and concisely. Both sets of parents will need reassuring that the incident will not linger on or be held against anyone and that support will be offered for both children. Both sets of parents will be informed of what action has been taken.

Details of how the matter was dealt with, including any meetings with parents, should be recorded and also recorded on CPOMS (Child Protection Online Monitoring and Safeguarding system -safeguarding and child protection software for schools).

### **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 antagonize 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 into 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- "teasing" There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

**Peer on Peer Abuse:** All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). ***This is most likely to include but may not be limited to:***

- **Bullying** (including cyberbullying);
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **Sexual violence**, such as rape, assault by penetration and sexual assault;
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- **Sexting** (also known as youth produced sexual imagery, or the sending of nudes/ semi-nudes); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.
- **Sexual Harassment** –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

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If the victim or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral and or a police referral.

**For more information, see our Behaviour Policy, Behavior Matrix and our Safeguarding Policy.**

**Cyber Bullying:** The school takes seriously cases of cyber bullying that generally take place outside of school. This may include offensive texts, emails and comments left on social networking sites. All children are taught about the importance of responsible use of these mediums and the problems that can arise as a result of inappropriate comments sent in this way.

**Racist Bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status. Any racist incidents must be recorded by the Headteacher and reported to the Local Authority (Hillingdon). Depending on the severity, a Police Liaison Officer may also need to be informed and be involved with the meeting between parents and staff. All children are taught about the importance of diversity and that everyone has equal worth. They are taught to stand up to racism and report to an adult straight away if they see or hear anything that they feel is racist.

**Homophobic Bullying:** This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Through Personal Social and Health Education (PSHE) and Relationships and Sex education (RSE), all children are taught about the differences in family units and these are a valuable part of society. They are taught to stand up to homophobia and report to an adult straight away if they see or hear anything that they feel is homophobic.

**Transphobic bullying:** This is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

### **Hate crime and bullying**

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as: "*Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.*"

There is a distinction between a hate crime and a hate incident. "*A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.*" However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

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The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home> Children can report any crime anonymously at <https://www.fearless.org/>

### **We Aim to Prevent Bullying in School by:**

- ensuring the children are well-supervised at all times;
- promoting positive self-esteem and respect for others through making use of PSHE & RSE lessons, circle time and assemblies;
- building close links with parents;
- providing a safe and caring environment;
- making it a stimulating and challenging place;
- Teaching the children about safe and responsible internet use.

Prevention of bullying is obviously our primary aim, but if this fails, the motivation needs to be considered before taking action against a bully.

### **Support**

#### Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time, staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil;

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- offering continuous support;
- restoring self-esteem and confidence.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, RSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- positive behaviour strategies;
- withdrawal of activities;
- the establishment of mentoring or a buddy system;
- discussion about the effects of bullying.

Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team.

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- **Parents/Carers:** Concerns should be reported to any adult in school who will notify the Head, pastoral support worker and the class teacher. This communication may be verbal or written.
- **Children** are encouraged to: speak to an adult in school/their parents/use the class worry box. Our Pastoral Care Lead offers weekly drop in sessions.
- **All staff and visitors** are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing Procedures. All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:
- **Staff members** should speak to the class teacher who will record in their behaviour log and will pass these concerns to the senior leadership team. Any incident will then be recorded by the deputy head teachers on CPOMS (*Child Protection Online Management System*).

### **Our Actions**

In any allegation, it is important that we:

- Interview all parties;
- Inform parents;
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable;
- Be clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate;

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- Follow up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office;
- Use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate;
- Liaise with the wider community, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime;
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH (Multi Agency Support Hub).

### **The Prevent Duty**

From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. A Prevent Duty risk assessment and action plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately. By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

### **Roles and Responsibilities**

#### **The Role of the Governors:**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. This policy makes it clear that the Governing Body does not allow bullying to take place at Glebe and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The named Anti-Bullying Link Governor is Mr Robert Everett.

#### **The Role of the Headteacher:**

It is the responsibility of the Headteacher to implement the school's Anti-Bullying policy. S/he must ensure that all staff are aware of its contents and know how to deal with incidents of bullying.



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The Headteacher ensures that all children know that bullying is wrong and unacceptable behaviour at Glebe. S/he, along with the other Senior Leaders, sets the climate of mutual support and praise for success so making bullying less likely.

### **The Role of the Teacher:**

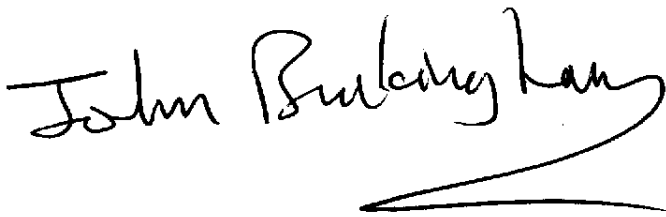
Teachers at Glebe take all forms of bullying seriously and intervene to prevent incidents from taking place. Teachers will do all they can to support any child who is being bullied. They too, will seek advice and support for the perpetrator.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers always inform their relevant Phase Leader when an incident occurs and then reports the incident to the Deputy Headteacher who will record it on CPOMS. Parents will also be informed. If there are further repeated incidents, the Headteacher will take necessary action.

**Reviewed: October 2023**

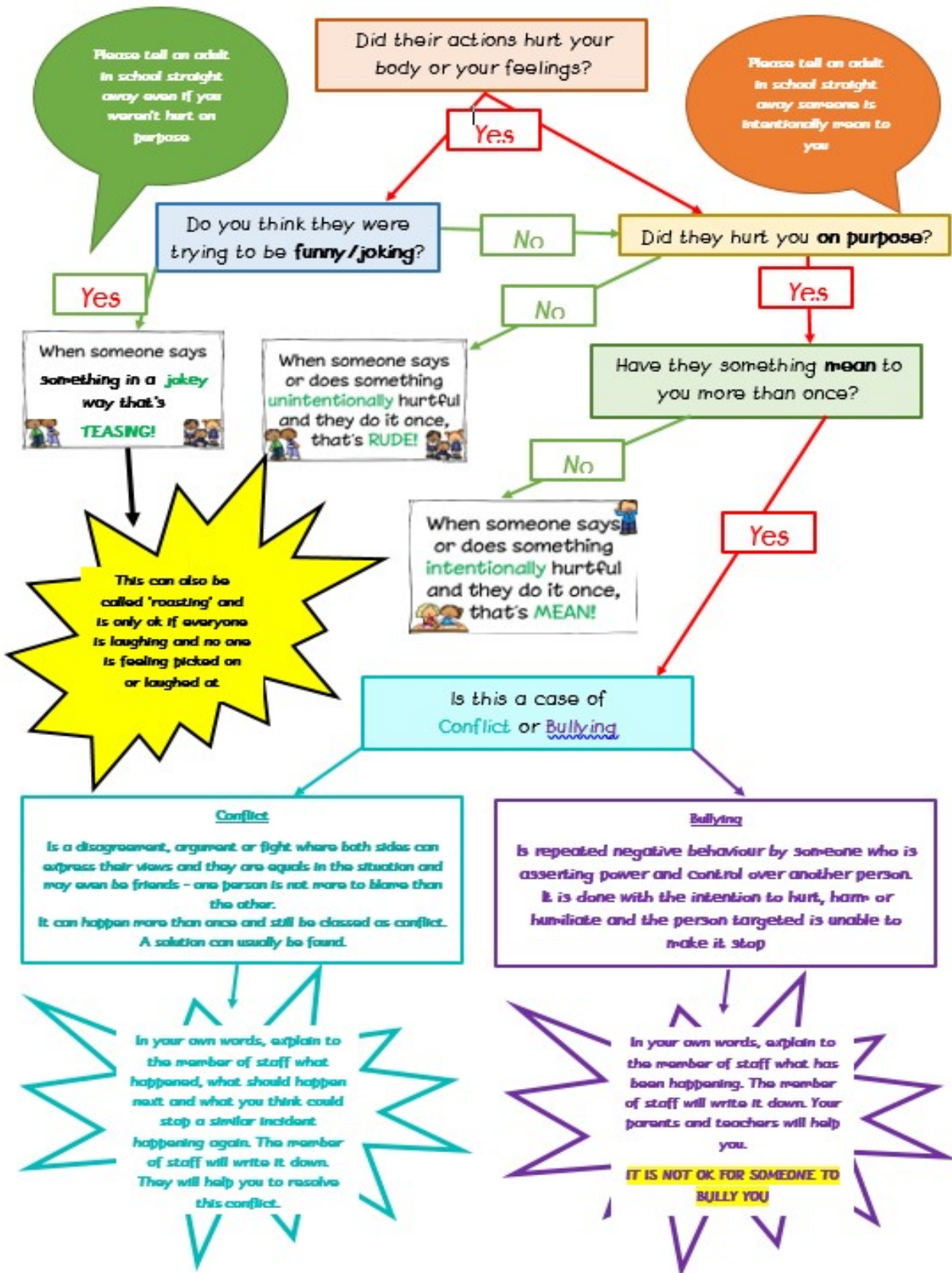
**To be Reviewed: October 2024**

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**Chair of Governors**

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Appendix 1: Anti-Bullying Flowchart



## Anti- Bullying Policy

### **Appendix 2 Useful Organisations**

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org) Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org) Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk) The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk) Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk) Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org) Childnet International - The UK's safer internet centre

**Report it** <https://www.report-it.org.uk/> More information with dealing with hate crimes

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### Appendix 3- Parent Guide

# Behaviour Management and Anti-Bullying



## Guidance for Parents

### TYPES OF BULLYING

Bullying can be:

- **Physical:** pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal:** name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional:** isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual:** unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/Cyber:** posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect:** can include the exploitation of individuals.

### PREJUDICE RELATED LANGUAGE

It is the school's policy to challenge any language used by staff, parents or pupils that may be perceived as 'prejudice related language. This includes the following areas:

- **Homophobic Language** (terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB)
- **Racist Language** (terms of abuse used towards others because of their race/ethnicity/nationality)
- **Transphobic Language** (terms of abuse used towards those who are perceived as transgender or do not fit with the gender 'norms')
- **Disablist Language** (terms of abuse used towards those with a learning or physical disability)

### HATE CRIME

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

*"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."*

There is a distinction between a hate crime and a hate incident.

*"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."*

However, a hate incident does not necessarily break the law.

Information on how to report a hate crime can be found on the school website and at

[www.report-it.org.uk/home](http://www.report-it.org.uk/home)

### WHAT IS BULLYING?

Glebe Primary School have adopted a shared definition of bullying shared by the Anti-Bullying Alliance, based on 30 years of research.

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

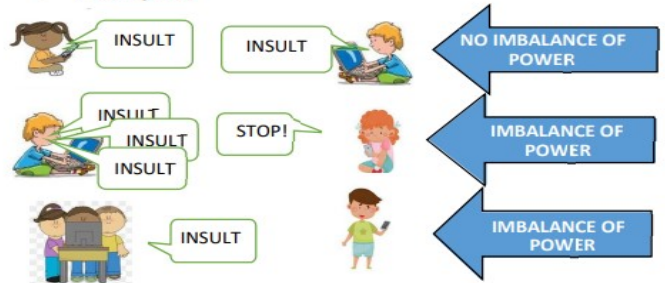
### BULLYING VS TEASING/RUDE/MEAN MOMENTS or CONFLICT

Occasionally, the word 'bullying' can be used incorrectly. Bullying can differ from other incidents and friendship 'fall-outs' and it is important that the word is used correctly.

And while rudeness, mean behaviour and conflict require correction, they are different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Bullying is when:

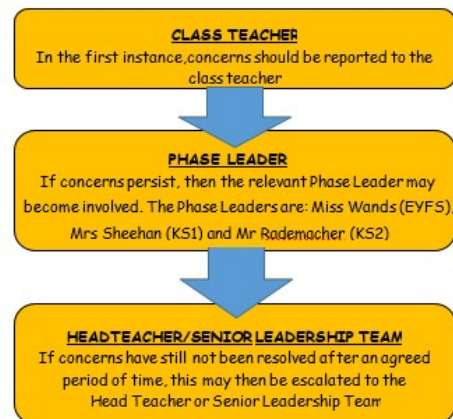
- There is a **deliberate** intention to hurt or humiliate.
- There is a **power imbalance** that makes it hard for the victim to defend themselves.
- It is usually **persistent/repetitive**.
- It is **targeted**.



### WHAT SHOULD I DO IF I THINK MY CHILD IS BEING BULLIED?

Use our Flow Chart to determine the type of behaviours your child is experiencing and report your concerns to any adult in school.

We recommend the following procedure:



The SENCO/Head Teacher or SLT may become involved at any point in the process if deemed appropriate.

### PARENTAL CONDUCT

Issues linked to behaviour and/or anti-bullying can often be very upsetting for all parties involved. The school strongly encourages families to come and talk to a member of staff who will be able to support you. Approaching other families and children out of school/in the playground can often be unhelpful in resolving the process and can cause more upset. School will listen to, work with and support families of all children in reviewing and resolving issues.

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