



# The Greville Primary School

## Anti-Bullying Policy

July 2022

|   |                     |
|---|---------------------|
| <b>Governors' Committee Responsible</b> | Learning & Teaching |
| <b>Policy Originator</b>                | Duncan Steele       |
| <b>Next Annual Review Due</b>           | October 2025        |

### **This Policy has been adopted by the Governing Body**

*See end of document for Review Schedule*

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#### **Introduction**

At The Greville Primary School, we aim to provide a safe, nurturing and calm environment for all our pupils to allow them to learn effectively, improve their life chances and help them achieve their best. The school works to promote an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. We do not tolerate or ignore any kind of bullying.

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children.

This policy has direct links to Equality, Behaviour, Child Protection and Safeguarding, On line Safety, PSHE, Whistle Blowing and Responding to Concerns (Surrey County Council – A guide for Parents).

#### **Roles and Responsibilities**

##### *The Head Teacher*

- *has* overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The anti-bullying co-ordinator, Duncan Steele, will have overall responsibility for this policy. He will be supported by the Deputy/Assistant Headteachers, who will work alongside the Year Group Leaders, who will ensure the policy is implemented and followed by school staff.
- Working with the wider community, such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence has taken place
- Monitoring bullying incidents, alongside the anti-bullying coordinators to evaluate the effectiveness of the policy and procedures and identifying where bullying is recurring between the same pupils or groups of pupils

*The Anti –bullying Coordinator responsibilities are:*

- Policy development and review involving pupils and staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Reviewing the bullying incidents to ensure there is a consistent approach taken by school staff; Year Group Leaders will provide support and advice to teachers initially, supported by the Assistant Headteachers when necessary.
- Reviewing the reporting and recording of bullying incidents and ensuring consistency of the monitoring
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Tracey Kerr

### **Definition of Bullying**

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

*Safe to Learn: embedding anti bullying work in schools (2007).*

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- 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**.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic and transphobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault; hitting, kicking, pushing, shoving etc
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities (SEND)
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

No-one deserves to be a victim of bullying and everyone has the right to be treated with respect.

### **Bullying can take place between:**

- young people
- young people and staff
- between staff
- individuals or groups
- certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

## **Reporting and Responding to Bullying**

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

### **A) Reporting**

- Children will be encouraged to report alleged bullying incidents to a member of the school staff or to a parent
- Parents will be encouraged to report alleged bullying incidents to their child's class teacher
- A member of staff will report alleged bullying incidents to the relevant Year Group Leader, who in turn will liaise with the Assistant/Deputy Headteacher.
- All cases of bullying will be taken seriously.
- All reports of alleged bullying will be treated in confidence
- Parents of all parties involved will be informed promptly by the class teacher and will be asked to attend separate meetings to discuss the problem. Staff are only able to discuss parents' own children.
- The school's anti-bullying coordinator will work alongside the class teacher and agree on necessary actions
- An appropriate adult (usually the class teacher) will follow up the incident with the victim and their family, as well as the perpetrator and their family to ensure the continuing safety and well-being of those involved.
- The school may contact the Behaviour Support team in Surrey throughout this process for advice and consultation.
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to Surrey's Complaints Procedure which it has adopted.

### **B) Recording Bullying**

- Upon discovery of an incident of alleged bullying the class teacher will discuss the problems with the children involved.
- The class teacher will meet the alleged victim first who is invited to tell about his/her feelings- he/she may express them through a picture or writing and indicate who is involved.

- The alleged perpetrator(s) will meet the teacher and will encourage him/her to focus on the victim's feelings and to suggest ways of changing his or her behaviour in a way that makes the victim happier, giving positive responses. Older pupils who perpetrate bullying may be asked to write a report of the incident themselves and how they have agreed to change their behaviour.
- The class teacher will liaise with their YGL and record the incident on the schools 'bullying incident form' (Appendix A) . Details of events may already have been recorded on the 'serious behaviour incident form' (Appendix B) by the member of staff who is dealing with the incident
- The form will be loaded on to CPOMS to alert the Anti-bullying Coordinator and AHTs.
- A range of responses maybe appropriate to the situation: solution focused, restorative approach, behaviour support log, circle of friends, individual/small group work with victim, perpetrator, bystanders referral to outside agencies if appropriate;
- A child friendly version of this policy may be used to help explain how bullying is dealt with at The Greville (Appendix C)
- The staff member will refer to the Behaviour Policy and school sanctions and how these may be applied
- The class teacher will inform the children's parents about the situation.
- This will be recorded straight onto CPOMS as an action after week 1, 2 and 4. This keeps the Anti-Bullying Coordinator and AHTs informed.
- Following this, the parent(s) of the alleged victim will be informed of the progress made.
- Support and follow up for the victim and the bully providing strategies and celebrate successes
- If the bullying continues the class teacher will inform the relevant anti-bullying co-ordinator, who will then notify the parents/carers of the children involved and arrange separate meetings to discuss the situation and the action being taken by the class teacher (who should also be present at such meetings). Notes will be kept of such meetings. The Head teacher will be kept updated in these situations.
- As alleged bullying incidents will also be logged on CPOMS, it can be referred to if subsequent issues arise as well as to ensure good practice following incidents.
- The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the head teacher's termly report.
- The policy will be reviewed every 3 years by staff and governors.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils, The Greville Primary School has developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Being a 'Values Led' school
- Involvement in Healthy Schools
- Anti-Bullying annual events in November with other events throughout the school year
- Assemblies throughout the year focussing on what to do if you think you are being bullied or you see bullying;
- PSHE lessons in all year groups
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council
- Emotional Literacy Support Assistant (ELSA) who provides anger management, resilience training and support with anxiety;
- Playground Buddies
- Parent information events/information
- Staff training and development for all staff
- Teachers being made aware of potential 'hotspots' around the school in light of 'pupil voice' research

### **Outside school**

When bullying outside school is reported to school staff, it should be investigated as far as possible as there is a direct impact on pupils within school. All parties will be asked to explain their accounts and parents will be notified, where relevant. Parents may wish to contact the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Actions to tackle staff bullying**

Any member of staff can report to the Head teacher an incident of bullying. Both the alleged victim and the alleged bully will be interviewed by the Head teacher and will have the right to be accompanied by a friend or union representative. A restorative approach will be used to deal with instances of staff bullying. A written record will be kept on the individual's personnel file. In serious cases the Head teacher may pursue the matter in accordance with the agreed Disciplinary Procedure after seeking advice from the Authority.

All staff are advised to seek union advice when there is any kind of bullying within the workplace, including by that of the Head teacher.

### **Actions to tackle Parent/Carer Bullying**

If a member of staff is being bullied by a parent/carers, he/she must inform the Head teacher. The Head teacher will interview both parties. At the discretion of the Governors/Chair of Governors, the perpetrator may be banned from the premises with the assistance of the police if necessary.

| Committee/Date      | FGB Approval                               | Reviewed/Updated |
|---------------------|--|------------------|
| Learning & Teaching | 28-11-22<br><br>18-10-22 L and T committee |                  |
|                     |  |                  |
|                     |  |                  |

**Appendix A**

**THE GREVILLE BULLYING INCIDENT REPORT FORM**

(This form may be used in conjunction with the behaviour incident report)

Date of Incident: \_\_\_\_\_ Time of Incident \_\_\_\_\_

Location of Incident \_\_\_\_\_

| Complaint   | Name | Gender | Year |
|---|------|--------|------|
| Alleged child(ren) who has been bullied                 |      |        |      |
| Alleged child(ren) who has displayed bullying behaviour |      |        |      |
| Witnesses   |      |        |      |

Type of Bullying – Circle all that apply

- Verbal** - Name calling, insults, jokes, threats, spreading rumours
- Physical** – Jostling, physical intimidation, interfering with personal property, punching, kicking, other
- Indirect** - Isolation, refusal to work with/talk to/ play with/ help others

Circle Type (if applicable )

- Cyber – using technology, mobile phone/internet
- Disability – related to perceived or actual disability
- Homophobic – related to perceived or actual sexual orientation
- Racist – related to race, ethnic, national origin, colour, nationality.
- Sectarian, related to religious beliefs and of political opinion.

Frequency

- Once or twice a week
- Several times a week
- Persisting over one month
- Persisting over one year

Reported to school by (circle all that apply): teacher, parent, child, bystander, alleged victim, other: \_\_\_\_\_

Relation to child \_\_\_\_\_

Description of incident:-

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Actions Taken for child who has been bullied (tick those that apply):

- Discussion of incident with class/peers
- Defined ongoing support/monitoring from staff
- Parental involvement. Detail .....
- Counselling
- Referral to other agencies. Details .....
- Fixed exclusion
- Permanent exclusion
- Other

Action taken to child who has been displaying bullying behaviours (tick those that apply):.

- Discussion of incident with class/peers
- Defined ongoing support/monitoring from staff
- Parental involvement. Detail .....
- Counselling
- Referral to other agencies. Details .....
- Fixed exclusion
- Permanent exclusion
- Other

**Key agreed actions with all involved:**

Today's Date \_\_\_\_\_ Reported by \_\_\_\_\_

Signature \_\_\_\_\_

Uploaded on to CPOMS Yes/No

## Appendix B

### The Greville Serious Behaviour & Incident Log

Please use this Behaviour & Incident Log to record incidents of poor behaviour or other incidents that occur. Please hand the incident log to the class teacher of the named child who will decide on the appropriate sanctions and subsequent actions.

| <b>Involvement: Who was involved and what part did they have in this incident?</b> |   |   |   |                         |                   |
|--|---|---|---|-------------------------|-------------------|
| <b>Name</b>  | <b>What part did they play in the incident?</b> |   |   |                         |                   |
|  |   |   |   |                         |                   |
|  |   |   |   |                         |                   |
|  |   |   |   |                         |                   |
|  |   |   |   |                         |                   |
|  |   |   |   |                         |                   |
| <b>Type: What sort of incident was this?</b>                                       |   |   |   |                         |                   |
| Accident   | Physical incident on a pupil                    | Physical incident on an adult           | Excluding a child from an activity on purpose | Damage to Property      |                   |
| Disruptive Behaviour   | Swearing pupil to pupil                         | Fighting                                | Rudeness to adult                             | Racist incidence        |                   |
| Homophobic Incidence   | Theft   | Running off without permission          | Verbally mean/inappropriate pupil to pupil    | Swearing pupil to adult |                   |
| Other:   |   |   |   |                         |                   |
| <b>Impact: What happened to other children as a result?</b>                        |   |   |   |                         |                   |
| No noticeable signs  | Emotional / Upset                               | Physically Hurt - No First Aid Required | Physically Hurt - First Aid Required          |                         |                   |
| <b>Location: Where did this incident take place?</b>                               |   |   |   |                         |                   |
| Classroom  | Hall  | Corridor                                | Toilets                                       | Field                   | Trim trail        |
| Main junior playground   | Main infant playground                          | Quiet playground                        | Astroturf pitch                               | Other:                  |                   |
| <b>Time: When did this incident take place and at what time?</b>                   |   |   |   |                         |                   |
| Before School  | Morning - Session before break                  | Morning Break                           | Morning-Session after break                   | Lunchtime               | Afternoon Session |
| After School   | Club  | Beyond School Day                       | Wet Play                                      | Other:                  |                   |

|  |                        |                     |              |                      |                     |
|--|------------------------|---------------------|--------------|----------------------|---------------------|
| <p><b>What happened?</b><br/>(Refer to restorative approach principles below when necessary)</p> <p><b>What were you thinking when it happened?</b></p> <p><b>What did you feel inside when it happened?</b></p> <p><b>How are you now? Who else has been affected?</b></p> <p><b>What do you need to feel better?</b></p> <p><b>What needs to happen to put things right?</b></p> |                        |                     |              |                      |                     |
| <p><b>Initial Actions and consequences:</b></p>  |                        |                     |              |                      |                     |
| <p><b>Adult Signature:</b></p>   |                        | <p><b>Date:</b></p> |              |                      |                     |
| <p><b>Shared with class teacher</b></p>  | <p>Yes or No</p>       |                     |              |                      |                     |
| <p><b>Leadership Team Follow-Up</b><br/><i>(if required)</i><br/><b>Any other actions</b></p>  |                        |                     |              |                      |                     |
| <p><b>Have Parents been contacted?</b><br/>(record below)</p>  | <p><b>Yes / No</b></p> | <p>Telephone</p>    | <p>Email</p> | <p>Letter / Note</p> | <p>Face to Face</p> |
| <p><b>Feedback from Parent</b><br/><i>(if relevant) :</i></p>  |                        |                     |              |                      |                     |

## Appendix C

### For children: How we deal with bullying at The Greville

#### **Bullying is...**

*When one or more of the following things happens often or constantly:*

- Name calling or deliberately saying things to hurt someone's feelings or make them feel upset.
- Hitting/kicking/punching or physically hurting someone in any way.
- Saying or doing mean things to someone because of something they cannot change e.g. their religion or skin colour.
- Using a mobile phone or the internet to send nasty messages or say mean things about someone.
- Making up rumours or talking about someone behind their back.

#### **If you think you are being bullied, you should...**

- Tell an adult. This could be a mum or dad, a different family member, a teacher, a lunchtime supervisor, a classroom assistant or in fact, any responsible adult at school.

#### **If you see someone being bullied, you should...**

- Tell an adult. Never join in.

#### **If someone is being bullied, the school will...**

- Speak to all of the people involved.
- Record what has happened.
- Make a plan to stop the bullying, and make sure it stays stopped.
- Contact the parents of the children involved.

#### **The person doing the bullying will...**

- Be spoken to by a teacher or senior member of staff
- Be given consequences for their behaviour.
- Be made aware of how their actions have affected other people.
- Be given the support to make better decisions in the future.

#### **The person who has been bullied will...**

- Be helped and made to feel safe by the adults they have spoken to.
- Be checked on after the event to be sure the bullying has stopped.

#### **If the bullying doesn't stop...**

- A senior member of staff will speak with the child and their parents.
- More serious consequences will be given

#### **My parents or carers can help by...**

- Contacting my teacher, an anti-bullying coordinator or the Headteacher straight away if they become aware of bullying behaviour.
- Encouraging me to tell an adult if I feel like I am being bullied or if I feel I have seen bullying behaviour, rather than telling me to retaliate.