

INTRODUCTION

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Bullying is a complex issue with a range of possible causes. The school recognises that it is important to have systems in place to

- promote the early identification of children who display bullying behaviours
- assess the needs of children who bully
- identify appropriate support to help them learn new, more appropriate behaviours
- provide support for the victims of bullying
- encourage parents to work in partnership with the school in addressing the issue of bullying.

OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

WHAT IS BULLYING?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Greenhill is considered to be, “unacceptable behaviour which occurs ‘lots of times, on purpose’.” Bullying can be short term or continuous over long periods of time. Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect	Verbal name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles

Bullying may be related to:

Race, Gender, Religion, Culture, SEN or disability, Appearance or health condition, Home circumstances (including Young carers and poverty), Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

PERPETRATORS AND VICTIMS

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual,
- The numbers or group size involved
- Anonymity – via the use of cyber bullying or using email, social networking sites, texts etc

Many bullying behaviours result from low self-esteem, poorly developed social skills and a lack of understanding, or empathy, for the situation of others.

If carried out by adults, these bullying behaviours would lead to criminal prosecutions. People who rely upon aggression in order to express their needs or views are likely to experience difficulties

- in their employment
- in their relationships
- in the community.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Victims can be physically and psychologically hurt by their experiences of being bullied. They may suffer from low self-esteem, anxiety and depression. The experience of being bullied can therefore have a significant impact, and limiting effect, on the rest of a child's life.

PUPILS' RIGHTS

Every pupil has the right

- not to be bullied
- to take pride in being an individual who is different from everyone else
- to live in a happy and secure environment
- to tell an adult if someone or something is making them unhappy
- to say 'no' and mean it when an action, word or deed causes distress
- to walk away from confrontation
- to belong and be equal to all other children in school.

WHY IS BULLYING OFTEN HIDDEN FROM TEACHERS?

Bullying generally takes place when adults are unlikely to witness the incidents e.g. unsupervised times or poorly supervised areas of the school or community. Teachers are therefore dependent upon children or parents informing them of any incidents of bullying.

Frequently teachers will not find out about all incidents of bullying because of children's

- fear of becoming a victim if, as a witness, you 'whistle blow'
- fear of the bullying becoming worse if, as a victim, you report the bully
- fear, or knowledge, of teachers not taking your concerns seriously.

SIGNS AND SYMPTOMS FOR PARENTS AND STAFF

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

PREVENTION

At Greenhill we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school Vision and Assembly Themes

The school uses the curriculum and assemblies and their delivery to identify and promote ways to help children to:

- speak out when they are bullied or when they witness bullying
- understand better what is meant by bullying and to consider its causes and effects
- develop social skills eg to become assertive rather than to resort to aggressive or submissive behaviours.

The ethos and working philosophy of Greenhill means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Tell a friend
- Tell your School Councillor
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

DEALING WITH A BULLYING INCIDENT

The aim is to stop the bullying happening again by encouraging both the victim and bully to

- think about their behaviour and the causes and effects of the bullying
- find the solutions to the problems themselves.

And involving teachers and parents in providing appropriate support.

The school will use the Bullying Incident Report Form to

- ensure that all incidents of bullying are addressed effectively through clear and consistently applied procedures
- provide evidence of the actions taken by the school to address incidents of bullying
- monitor, review and evaluate both the progress of individual children and the school's anti-bullying policy.
- All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
- Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.
- The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, for example a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes. Wherever possible, the pupils will be reconciled.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, counsellor, Behaviour Support Team
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter

their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

- During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.
- The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

KEY ACTIONS IN RESPONSE TO A BULLYING INCIDENT

The following Key Actions will be taken by the school in response to any bullying incident:

1. Complete the Bullying Incident Report Form

The School will complete this as soon as the incident is reported

2. Discuss the incident with the children individually

The school will support the victim by

- ensuring that the child feels that they are being listened to
- assuring the child that all incidents of bullying are taken seriously
- reassuring the child by explaining how they will be supported and how the incident will be dealt with.

In addition, the victim should, ideally, be supported by the member of staff who they have confided in. As the disclosure will usually have occurred as a result of the child identifying someone who cares or can help them, staff should respond to this trust and confidence.

The school will ensure the bully is dealt with fairly by

- describing the reasons for meeting with them (at the same time, protecting the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the child feels they are being listened to
- assuring the child that all acts of bullying will not be tolerated
- explaining how they will be supported and how the incident will be dealt with.

The school will attempt to help both the bully and the victim to:

- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved
- how they can resolve the present difficulties.
- see the situation from another perspective

3. See both the children together for a mediation session

At this meeting the designated representative of the school will do the following:

- Remain calm and non-judgemental when the children talk through their understanding of the problem
- Listening more than speaking. Not assume that they know how the children feel or anticipate what they want to say. Children are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what they are told to show that they understand what the children have said and to check with the child if this is correct. It is how the children perceive the situation which is important, not how we perceive it.
- Encourage the children, through questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Explain that the Bullying Incident Report Form will record the details of the incident

- the future conduct of the children, as identified and agreed by all parties in the meeting
- the actions which each child should take if there is further bullying or provocation (eg to report it to their teacher immediately)
- the monitoring arrangements for ensuring that the problems don't happen again
- the further action the school will take if the problems do happen again
- the date when these arrangements will be reviewed (usually within one week).

The school will decide at this stage any appropriate responses and measures that need to take place. If appropriate, parents will be involved at this stage.

The School will not collude with the secrecy which surrounds bullying. We will make sure that everyone directly concerned with the child's welfare is made aware of what has happened and how it is to be addressed.

4. Follow up session

The school will inform the parents or carers of the incident as soon as possible after the incident, the actions taken and the review arrangements. Where appropriate the school will arrange to meet the parents or carers to discuss the ways the school wants to support their child and to discuss how they can help as well. The school will explain the anti-bullying policy and the rationale behind it.

When asking parents or carers to a meeting school will make sure that they are well prepared with

- records of the concerns
- evidence of the action the school has taken to support their child
- constructive options to try to solve the problems.

5. Review the arrangements

The school will arrange a review meeting.

If there have been no further incidents

- file a copy of the Bullying Incident Report Form in the School Behaviour Report Log, and copies will be placed in the files of both the bully and the victim

If there is evidence of further bullying (or unwarranted accusations of bullying the school will arrange to meet with the relevant child's parents or carers to

- seek agreement on the needs and behaviours to be addressed and identify any further assessment and/or specialist support that might be required
- plan the nature and level of the support the school will provide
- identify how they might help you to meet the child's needs
- identify appropriate sanctions if the behaviours are repeated.

At this stage the assessment, support, monitoring and review arrangements will be recorded on an Individual Behaviour Plan or a Pastoral Support Programme.

RECORDING OF BULLYING INCIDENTS

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher and Racism Co-ordinator.

General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded, as with any case of Child Protection.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be

prevented from happening in the future. Incidents of bullying will be discussed with the Safeguarding Governors.

CHILD PROTECTION

The safety and welfare of the child over-rides all other consideration. Where a bullying incident has occurred and it has been judged to put the child at risk, the school will follow the LEA child protection procedures.

ADVICE TO PARENTS

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, PSHE Leader or a Senior Leader
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

SUPPORTING DOCUMENTATION

Copies of the following documents can be found in the Headteacher's Office along with a range of anti-bullying resources.

Code of Behaviour
Primary Behaviour File
LEA Behaviour File
Care & Control
SEN

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321
Children's Legal Centre 0845 345 4345 KIDSCAPE
Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
Parentline Plus 0808 800 2222 Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape 2 Grosvenor Gardens London SW1W 0DH

CYBERBULLYING

Definition

Cyberbullying can be defined as the deliberate use of Information and Communications Technology (ICT), particularly mobile phones and the internet to upset someone else. It is worth noting at this point that children are not allowed to bring mobile phones into school and that internet usage is closely monitored by image blocking software, encrypted data transfers and local

authority e-safety monitoring. The school also has a acceptable internet user policy which staff and pupils must adhere to.

Cyberbullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to Special Educational Needs), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm.

How cyberbullying differs from other forms of bullying

Cyberbullying does differ in several significant ways to other kinds of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target. These differences are important ones for staff, pupils and families to understand.

In cyberbullying, the audience for the bullying can be very large and reached rapidly. A single incident can be experienced as multiple attacks. For example, a humiliating video posted to the web can be copied to many different sites. A single instance of bullying, e.g. the creation of a nasty website or the forwarding of a personal email, can have repeated and long-term consequences, as content that is taken off the internet can reappear or be circulated again. It is also worth noting that some of those being bullied may not be aware that they have been or are being cyberbullied. For example, they may not have seen, or be aware of, content about them that has been posted online.

Bystanders to cyberbullying can easily become perpetrators, e.g. by passing on or showing to others an image designed to humiliate another child or staff member, or by recording an assault/act of bullying on a mobile phone and circulating this.

Cyberbullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal. The person being cyberbullied can be left feeling that there is no place to hide and that they might be attacked at any time. Sending abusive text messages, for example, means that cyberbullying can take place any time of the day or night, and the target of the cyberbullying can be reached in their own home, even their own bedroom.

People who cyberbully may attempt to remain anonymous and this can be extremely disturbing for those that are being bullied. Although the person being bullied may know that their bully is from within their circle of friends or pupils at their school, they may not know the actual identity of the bully, and this can make them uneasy, distrustful and suspicious of all their relationships.

However, perpetrators are not as anonymous as they might think and there are ways of identifying cyberbullies. Having said that, although there is likely to be an evidence trail ('digital footprints') left by the bully, finding out further information that might help identify who is responsible, by tracking down the person's email or IP address (their unique computer address), is time-consuming and usually requires the involvement of other agencies (e.g. the police and the service provider). In some cases, finding out this information will not clearly identify an individual.

Unlike other forms of bullying, many cyberbullying incidents can themselves act as evidence, e.g. in the form of text messages or computer 'screen grabs'. As well as evidence that an incident has taken place, they may also provide information about who the perpetrator is. A nasty text message, for example, will contain the message, the date and time that it was sent, and information about the phone it was sent from.

Forms that Cyberbullying can take
Threats and intimidation
Harassment or stalking

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Vilification/defamation
Ostracising/peer-rejection/exclusion
Identity-theft, unauthorised access and impersonation
Publicly posting, sending or forwarding personal or private information or images
Manipulation

Support for the person being bullied

All incidents of Cyberbullying should be dealt with by following school procedures for dealing with bullying incidents (see section below).

As with other forms of bullying the target of cyberbullying may be in need of emotional support. Key principles here include reassuring them that they have done the right thing by telling someone, recognising that it must have been difficult for them to deal with, and reiterating that no-one has a right to do that to them.

The school where appropriate will support the victim by:
Providing advice on online empowerment and safe internet usage
Try to contain the incident in terms of ensuring that Cyberbullying content is not further distributed
Contact host and service providers and advise them to remove offensive content