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| Person Responsible: | V. Sellars Assistant Head, ratified by G. Rughoobee (Head of Compliance/DSL) |
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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility

, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

1 INTRODUCTION

Gretton School is committed to a safe and secure environment in which every child and young adult can learn effectively in line with DfE guidance. Bullying will not be tolerated at Gretton School. It is the responsibility of all learners, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur and this policy provides a framework and procedure to effectively manage it.

The school's expectation is that learners and staff will treat each other with respect and that all learners will feel safe at Gretton. Learners and parents will be encouraged to approach a member of staff should they have any concerns about possible bullying. The staff also receive training to emphasise the need to address incidents bullying. The ethos and school curriculum reflect these values through discussions in school council meetings and through the school's anti-bullying strategy at the end of this policy. The Anti-Bullying Policy is available to all learners, parents, staff and other relevant parties.

2 LEGISLATION

According to The Equality Act (2010) schools and public bodies have a duty of care to ensure that learners from the following vulnerable groups, or protected characteristics are safe from discrimination. They should experience equality of opportunity with other persons who share a relevant protected characteristic and those who do not; and the school should actively foster good relations between people who share a relevant protected characteristic and people who do not. These groups include:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation
- Young carers/ Looked After Children

3 DEFINITIONS

Bullying is the repeated, intended negative behaviour, by an individual or group, to hurt another individual or group, either emotionally or physically, where the relationship involves an imbalance of power. (Anti Bullying Alliance)

There are various types of bullying, but most have three things in common:

1. It is deliberate and intended behaviour.

2. It is repeated over time. A one off incident of unkind targeted behaviour does not constitute bullying.
3. There is an imbalance of power, which makes it hard for those being targeted to defend themselves.

Bullying may take various forms, including:

Physical

Examples of such bullying may include:

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property

Verbal/Psychological

Examples of such bullying may include:

- Threats or taunts
- Shunning/ostracism
- Name calling/verbal abuse
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Cyber (please see our e-safety policy for further information)

Examples of such bullying may include:

- Abuse on-line or via text message
- Interfering with electronic files
- Setting up or promoting inappropriate websites, memes
- Inappropriate sharing of images from webcams/mobile phones etc.
- Interfering with email accounts

Racist

Examples of such bullying may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Refusal to cooperate with others on the basis of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity etc.
- Promoting offensive materials such as racists leaflets, magazines or computer software

Faith Based

Examples of such bullying may include:

- Negative stereotyping, name calling or ridiculing based on religion

Sexist

Examples of such bullying may include:

- Use of sexist language

- Negative stereotyping based on gender

Sexual

Examples of such bullying may include:

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual
- Upskirting or attempting to take and/or share inappropriate images of another young person

Homophobic

Examples of such bullying may include:

- Name calling, innuendo or negative stereotyping based on sexual orientation
- Use of homophobic language

SEN/Disability

Examples of such bullying may include:

- Name calling, innuendo or negative stereotyping based on disability, learning difficulties or mental health
- Excluding from activity on the basis of disability or learning difficulty

Gifted/Talented

Examples of such bullying may include:

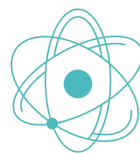
- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

There is a clear procedure for dealing with incidents of bullying that contravene the Equality Act (2010) which involves logging the incident on the Prejudice or Bullying Log that is kept and monitored by the Senior Leadership Team.

The above categories of bullying are not mutually exclusive.

4 BULLYING IS NOT:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose with an intent to upset. Young people sometimes fall out or say things because they are heightened or dysregulated. When problems of this kind arise it is not classed as bullying. It is an important part of a young person's development to learn how to deal with friendship breakdowns and a wide range of verbal exchanges. We all have to learn how to deal with these situations and develop social skills to repair and develop relationships. Equally, we are always striving through our relational practice to support learners who in experiencing heightened or dysregulated behaviour display behaviours that could be misconstrued as bullying behaviour.



5 PREVENTION OF BULLYING

We will use the following methods to prevent bullying and will monitor and review these via the school council and our surveys in collaboration with the Anti Bullying Alliance:

- assemblies on bullying, racism, friendship and conflict
- participation in Anti-Bullying Week
- bullying questions on our annual learner/parent questionnaires
- lunchtime clubs for vulnerable learners
- specific lessons/workshops delivered by appropriately trained staff
- regular training for staff supported by the behaviour welfare team
- risk assessments are developed to minimise the risk of bullying occurring
- to give the clear message that bullying in any form will not be tolerated in the school
- to ensure all allegations of bullying are properly investigated and appropriate action taken
- to provide a framework for investigating bullying that enables all people involved to recognise their responsibilities to each individual learner
- to encourage the development of an environment and a climate in which learners feel safe and valued, and in which bullying cannot flourish
- to provide advice and training to all staff on the implementation of the Anti-Bullying Policy
- the Anti-Bullying policy bullying will be a central aspect of PSHE and Preparing For Adulthood
- to encourage best practice
- to make sure learners are aware that they can contact NSPCC/Childline and/or Ofsted at any time and contact numbers are displayed around the school
- to involve the learner council in Anti-Bullying Alliance initiatives
- To contribute to the Anti Bullying Alliance programme; to support us to reduce incidents of bullying and improve the wellbeing of our learners.

6 SIGNS AND SYMPTOMS OF BULLYING

The learner:

- is frightened of walking to or from school or changes route
- doesn't want to go on school transport
- begs to be driven to school
- changes in their usual routine
- isn't willing to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- becomes aggressive, abusive, destructive or unreasonable
- starts stuttering
- threatens or attempts suicide
- threatens or attempts self-harm
- threatens or attempts to run away
- cries themselves to sleep at night and/or has nightmares
- feels ill in the morning

- performance in school work begins to drop
- comes home with clothes torn and/or property missing or damaged
- asks for money or starts stealing money
- has dinner or other monies continually lost
- has unexplained cuts and bruises
- comes home starving
- bullying others
- changes in eating habits
- is frightened to say what is wrong
- afraid to use the internet or mobile phone
- nervous or jumpy when a cyber-message is received
- gives improbable excuses for their behaviour

7 WHY DO BULLIES BULLY?

- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- easy target

8 SCHOOL APPROACH TO BULLYING

Bullying in any form, by adults or children, will not be tolerated at Gretton School. Incidents of bullying will be taken seriously and dealt with promptly. Taking into account our learners' varying needs and their levels of understanding, bullying incidents will be dealt with on an individual basis. The following steps may be taken when dealing with alleged incidents:

1. If alleged bullying is suspected or reported, whether it be in school or outside of school, online or in person, the incident will be recorded and immediate consideration given to the individual needs of the learners.
2. A clear and precise account of the alleged incident is recorded onto SchoolPod and reviewed by Key Stage Leads.
3. An investigation will take place and all those involved will be interviewed and a record kept. This information will be updated under the particular bullying log and recorded under 'Actions taken'. A decision will be taken by the Key Stage Leads as to whether or not the allegation will be upheld.
4. Learners are supported to reflect on the incident and consider the impact of their behaviour and choices.

5. Where the alleged incident is not upheld this will be fed back to the learner and parent to support and ensure an understanding of the incident.
6. Where the bullying is upheld this will be communicated to the learner and parents and they will be supported to understand expectations of behaviour towards others and where this is difficult for learners in particular to understand, how they will be supported to engage within their class community.
7. Should incidents of alleged bullying continue and be upheld, the Assistant Headteacher will become involved.
8. The 'Actions' taken will be taken in consultation with all parties concerned. A reflection will be attempted in every occasion where an incident has occurred irrespective of whether or not the alleged bullying is upheld.
9. Additional actions may also include:
 - a. Apologies – verbal or written
 - b. Restorative practice informed by the injured party - but supporting the needs of all learners, that is solution focused
 - c. Police involvement where there is evidence of a crime has been committed
10. Work will take place with the learners involved to support them to change their behaviour. Any resolutions, actions or restorative practice should continue to be recorded under the 'Actions Taken' within the bullying log under each incident.
11. Those involved will be monitored closely by all staff. Key Stage Leads and Assistant Heads will have half termly meetings to closely monitor progress. BWT will also be included in this meeting and these incidents will be reviewed more generically within weekly safeguarding meetings.
12. All incidents of bullying will be recorded on SchoolPod under Bullying or Prejudice. Trends will be identified and responded to accordingly. This will include the background of alleged perpetrators and victims i.e. age, culture, ethnicity, faith, religion, sexual orientation, transgender issues and SEND, ensuring that there are clear pathways for reporting bullying.

9 LEARNERS WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY

- being offered the opportunity to discuss the incident with their chosen member of staff.
- being listened to and reassured that it will be dealt with
- putting strategies in place to support individual needs (e.g. working with learning mentors or members of the class team to restore self-esteem and confidence)
- ensuring victims are consulted, kept involved and informed.

10 LEARNERS WHO HAVE BEEN BULLIED WILL BE HELPED BY

- being offered the opportunity to discuss the incident and to acknowledge that they are sometimes themselves victims of bullying and abuse
- being supported to identify why they have become involved.
- having strategies put in place to support individual needs (i.e. to understand the wrongdoing, the consequences of certain actions and the need to change)
- having parents/carers informed to help change the attitude and behaviour of their child.

11 CURRENT ANTI BULLYING STRATEGY

The school will:

- have a named senior leader as coordinator for anti-bullying
- have an effective anti-bullying policy that is implemented effectively
- regularly praise positive and supportive behaviour
- treat any incidents seriously and deal with them immediately
- make sure up-to-date information is displayed in school for all staff and learners
- provide induction training around the anti-bullying policy
- facilitate discussion around these issues in school council and resident's meetings
- use home/school communication as a tool to raise awareness as needed

Bullying as a topic will be taught in KS2-4 in PSHE lessons - assessments from this topic will include posters that will be distributed to classrooms.

The school participates in the United Against Bullying programme; part of the Anti-Bullying Alliance with whom this baseline data will be reviewed. All learners will be invited to complete ABA's baseline questionnaire, as well as a final pupil questionnaire. The data will be used to inform our strategy and a follow up survey will be devised to monitor improvements. An action plan devised in collaboration with the learner Council will then be implemented within the school. Simultaneously, the School Leadership Team and wider community will complete a baseline audit, as well as a final audit to capture how effectively we have addressed any incidents of alleged bullying, teach learners to understand the core fundamentals of respect for each other in line with British Values, and increase learner wellbeing.

Assemblies throughout the year will focus on respect, kindness and responsibility including highlighting and promoting the Anti-Bullying week in the Autumn Term. Anti-bullying will also be addressed through the School Council (as above).