

UNDERSTANDING BULLYING POLICY

Greenacre School



Introduction

'Every child, young person and adult has the right to be treated with dignity and respect' (BSCB, 2017)

This policy falls under the umbrella Social Conduct Policy and should be read in conjunction with the schools Vision and Mission Statement.

This policy has been written in line with the Barnsley Safeguarding Children Board anti bully strategy 2017-2019. Greenacre like BSCB are strongly committed to safeguarding and protecting children and young people, all of whom have a right to feel safe within their community and at school. This policy has also been written by listening to student voice, using evidence from the school council meetings as well as feedback acquired through 'Have a say' week.

Definition of Bullying

The DfE defines Bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms 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."

Experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, and can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language

can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

The Equality Act 2010

A key provision in the Equality Act 2010 is the Public Sector Equality Duty (PSED) which came into force on 5th April 2011. It protects people from discrimination on the basis of 'protected characteristics'. The Equality Act 2010 applies to public bodies, including maintained schools and Academies. Relevant characteristics for public services and functions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including ethnic or national origins, colour and nationality)
- Religion or belief
- Age
- Gender
- Sexual orientation
- Marriage Status

Bullying is viewed by the school as a safeguarding issue and as such is reported on to governors at least twice annually and the Local Authority where necessary.

This policy aims to promote a social climate in which bullying is understood but not tolerated.

The objectives of this policy are to state:

- 1. Where and how bullying occurs.**
- 2. How we identify and report bullying.**
- 3. Actions taken by Greenacre after bullying has been reported.**

Where and how bullying occurs.

Behaviour	Personal aspects		Social aspects	Criminal
<p>Verbal bullying Deliberately intended to hurt, intimidate, frighten, harm or exclude or group</p>	<ul style="list-style-type: none"> ● name calling ● belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender ● nasty teasing ● hurting a person's feelings ● sexual harassment ● making personal threats 		<ul style="list-style-type: none"> ● alienating a person from their friends and social groups ● damaging a reputation ● excluding and not including in small or larger group activities ● spreading rumours ● using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group ● malicious gossiping 	<ul style="list-style-type: none"> ● coercing people or daring them to do illegal acts ● inciting others to do dangerous things ● inciting hatred towards an individual or group base on faith, race, sexual orientation or towards those with special needs or disabilities ● sexual harassment and "sexting" ● threats about damaging a person, their family, friends or property, including inflicting physical harm ● intimidating telephone calls ● Taunting based on faith, race, special needs, disabilities or sexual orientation.
<p>Non-verbal bullying Deliberately intended to hurt, intimidate, harm, frighten or exclude a person or group</p>	<ul style="list-style-type: none"> ● intimidation through gesture ● Hiding, stealing or damaging a personal belongings. ● dirty looks ● sending written threats 		<ul style="list-style-type: none"> ● setting someone up to take the blame publicly ● shunning someone - not speaking with or interacting with them 	<ul style="list-style-type: none"> ● theft ● stalking
<p>Physical bullying</p> <ul style="list-style-type: none"> ● a direct physical attack on a person ● an indirect attack on property or belongings 	<ul style="list-style-type: none"> ● beating ● biting ● choking ● kicking ● punching ● shaking 	<ul style="list-style-type: none"> ● tripping ● spitting ● hitting ● poking ● throwing ● ignoring 	<p>Social aspects of physical bullying include embarrassment and public humiliation</p> <p>Group bullying is when a child or young person is outnumbered or picked on in some of the following ways:</p> <ul style="list-style-type: none"> ● blocking the way 	<ul style="list-style-type: none"> ● extortion with threats ● sexual abuse, sexual violence ● threatening with a weapon ● using a weapon to inflict harm (assault) ● physical assault ● stealing

	<ul style="list-style-type: none"> • slapping • shoving • urinating 	<ul style="list-style-type: none"> • groping or unwanted touching 	<ul style="list-style-type: none"> • forced to participate in initiation rites • forced to do unwanted things in front of others • having belongings destroyed, stolen and / or ridiculed • demanding money 	<ul style="list-style-type: none"> • 'happy slapping' • criminal damage
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<p>Technological Bullying</p> <p>The majority of verbal and non-verbal behaviours can be carried out using new forms of technology therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously and may have wide reach.</p>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> • email • text messages • internet forums • making malicious or prank phone calls • instant messaging • internet chat rooms • personal websites • creating web pages which aim to intimidate psychologically and / or physically threaten, or socially damage an individual or group 	<ul style="list-style-type: none"> • taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent to or shared with others • setting up or contributing to online forums or websites, where users post malicious comments about a person or group • Prolonged campaigns of harassment may occur aimed at both students and staff, • Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator 	<ul style="list-style-type: none"> • using any of these technological methods to threaten, intimidate or harass an individual or group <p>Flash mobbing at a designated place with malicious intent is a criminal offence.</p>
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Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the actions could be criminal or pose a serious threat to a member of the public, the police should always be informed.

How we identify and report bullying

One of the Barnsley Safeguarding Children Board strategic priority is: *'It is vital that data is collected regularly, analysed and shared appropriately to inform the on-going progress and development of anti-bullying work and to ensure that responses to concerns are targeted and robust'* At Greenacre we adheres to this in the way we report and analysis bullying data.

Bullying can be reported by pupils, staff or parents, all reports of bullying will be taken seriously. All staff at Greenacre receive training in identifying bullying and in the agreed process to follow when a bullying issue is identified. An example of this is via termly safeguarding carousel workshop and targeted class groups when incident reports show that a more targeted approach is needed. When reporting a behaviour incident that involved bullying or could potentially develop into a bullying issue this is reported and recorded using the Behaviour Watch system.

As a safeguarding issue, bullying is also reportable to the designated safeguarding leads using the cause for concern process. All bullying incidents are then passed on to the Assistant Head Teachers (AHT's) and Family Team to ensure that they are adequately resolved.

All reports of bullying incidents are retained and used to inform an annual analysis of bullying which is shared with the Local Authority. Bullying data is available to analyse using the Behaviour Watch system and is used to identify developing issues and to minimise risk.

Actions taken by Greenacre after bullying has been reported

All staff at Greenacre School have a responsibility to tackle bullying. Greenacre provides regular training and updates around how staff are to go about challenging and identifying different forms of bullying confidently.

When incidents of bullying are reported to our safeguarding team these reports are taken seriously and investigated thoroughly. There are several interventions that may take place. This will include staff speaking to both the victim and the bully taking into account all available information. Greenacre will offer a proactive and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the pupil's individual needs.

Support for the victim

- Immediate action to stop the incident and secure the child's safety
- To ensure the victim is actively listened to and given time and reassurance that they have done the right thing in reporting it and what support they will receive.
- Reassurance that the victim is not responsible for the behaviour of the bully and they get the support they need to learn to be safe and feel safe.
- The use of student anti-bully ambassadors, who carry out regular walks through school to identify potential hot spots where bullying could occur.
- Informing parents at the earliest opportunity and keeping parents up to date with any further developments.
- Strategies to prevent further incidents, this includes safeguarding leads, AHTs and class teams working closely to supervise pupils throughout the school day.
- Extra supervision/monitoring around key times eg home time, play times and dinner time.
- Peer mentoring, this involves Post 16 and Life skills pupils who are encouraged to work alongside Free flow pupils.

- Discussion with the bully which would include a restorative justice discussion. How do they feel; what do they think the target feels like; what they will do next time.
- Working closely with both the bully and the victim to attempt to repair the relationship. (provided this does not increase the victim's vulnerability)

Actions towards the perpetrator

At Greenacre we recognise that where appropriate sanctions such as:

- Time out for the perpetrator with staff support to help their understanding of the situation.
- 1 to 1 supervision around school to minimise the risk of further incidents.
- Lose of privilege.
- Multi agency approach and referral to other agencies.
- Liaise with Police Community Support Officers.
- Targeted PHSCE lessons in class or as a 1 to 1 basis.
- Meet with parents to discuss the serious nature of the incident and the next steps.
- Immediate cause effect type sanction.
- Leaving time between action and discussion - time to cool down.

Due to the nature of our pupil's complexities we recognise that they need a more target help in order for them to build on positive social relationships. We recognise that sanctions should not include loss of entitlements or contravene their rights or liberty.

Greenacre School is also committed to ensuring that all children and young people receive a curriculum that enriches their lives and promotes a respectful and caring ethos in preparation for adult life. Including:

- PHSCE and SRE Lessons
- A whole school focus on spiritual, moral, social and cultural which is embedded in the school curriculum.
- 'Have A Say' which is celebrated annually at Greenacre.
- 'Anti-Bully week' which is celebrated annually nationwide in November. Work for this is evidenced and kept on file.

More information on this can be found in the 'Safeguarding Curriculum Coverage Statement'.