

GREENHEART

LEARNING PARTNERSHIP 

Anti-Bullying Guidance

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Statement of intent

Greenheart Learning Partnership (GLP) ethos is one where all pupils and staff have the right to feel safe all of the time and learn in a friendly supportive educational environment; this means being free from all forms of bullying and unkind behaviour. It is expected that staff and pupils will act in a respectful manner to their peers and colleagues ensuring that individual differences and diversities are embraced.

GLP has high expectations for their pupils therefore bullying of any form will not be tolerated in any of the family of schools/academies. GLP is committed to ensuring that the family of schools/academies, educate their pupils so that bullying is highly rare through the use of sanctions and curriculum opportunities. GLP, staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying and embed zero tolerance against bullying.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding schools response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the schools Behavioural Policy, which will be communicated to all pupils, academy staff and parents/carers.

This statement outlines how each GLP school will ensure instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

This policy has due regard to legislation and statutory guidance.

This statement should also be read in conjunction with each individual school/academy;

- Behavioural Policy
- E-safety Policy
- Child Protection Policy
- SEND Policy

Definition of bullying

GLP consider bullying to be continued behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group, over a period of time. This includes instances of peer-on-peer abuse. It is accepted however, that there may be specific individual instances which could be categorised as bullying as per schools behaviour policy.

Bullying behaviours can include:

- REPEAT: Incidents are not one-offs; they are frequent and continued over a period of time
- PURPOSE: The aggressor means to cause verbal, physical or emotional harm, it is not accidental.
- TARGET: A specific individual or group
- POWER IMBALANCE: Whether real or perceived, bullying is generally based on unequal power
- Many different kinds of behaviours can be considered bullying and can be related to almost anything.

Examples of bullying actions include:

- Verbal: inappropriate banter, name calling, teasing, threats of harm, insults
- Physical: mimicking, pushing, kicking, hitting, or any other threat or actual physical contact
- Emotional: looks, taking equipment, laughing, threatening gestures
- Online (Cyber): unkind messages and chat room posts, videos and pictures shared without permission
- Deliberate Isolation: excluding from groups, ignoring, blanking, moving physically away

Specific forms of bullying

- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- SEND Bullying: Bullying behavior based on another person's special educational needs or disability.
- Vulnerable young people: Bullying behaviour based on another person's vulnerability for example, looked after children, travelling community, young carers.

Bullying and the Law

- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention strategies

GLP is committed to ensuring that bullying in any form is totally unacceptable, strongly addressed and discouraged across all the GLP family of schools/academies.

The focus of successful prevention strategies is that they are consistently applied wholeschool, with education opportunities/awareness and reflection.

GLP considers the following anti-bullying strategies as essential within schools:

- All members of the school community understand and have read the Anti-bullying policy
- All members of the school community understand the definition of bullying and the types
- All schools will have clear and effective reporting of incidents systems
- All members of the school community know how to report and respond to bullying concerns
- All members of the school community are expected to report any alleged incidents of bullying to the appropriate school person
- All Staff receive training annually on the prevention, signs and types of bullying
- Parents are communicated to with any concerns regarding their child and provided with advice and guidance
- Pupils are educated through a range of curriculum methods. Diversity, difference and respect for others is celebrated on a regular basis

GLP considers the following anti-bullying strategies as good practice within their schools:

- Staff encourage student co-operation and the development of interpersonal skills through the use of group work and pair work.
- Respect and positive behaviours are encouraged and expected, with pupils having regular opportunities to learn the importance of these areas e.g. Assemblies, PHSE, form time.
- Specific Anti-Bullying weeks and other social awareness weeks e.g. Random Act of Kindness Day are promoted within the school with activities for pupils to complete.
- Peer mediation (buddy) training and groups developed and embedded.
- Difference and diversity celebrated throughout the school with whole school events around Black History month, LGBT month etc.
- Restorative approaches to support the resolution of any unkind or unwanted behaviour.

- Extending friendship opportunities through inclusion in specific events, drama productions, sporting activities, student leadership representatives.
- Areas of student support providing a safe, supervised place for pupils to visit at social times if they are feeling insecure being out in the school community.
- Clear behaviour policy which is followed consistently.
- Lunchtime and all duty staff have a clear understanding of their role in anti-bullying and keep a watchful eye for any behaviours which cause concern including groups of pupils or pupils being isolated.
- Library and other areas of responsibility during social times.
- Student anti-bullying questionnaires in order to gain their perception on safe social behaviours with the school and swiftly address any concerns raised.
- Circle time, buddy groups, and other positive social experiences of working with others.
- Competitions within the school setting addressing awareness of Anti-bullying.
- Easy access methods (check in's – daily) of reporting for pupils who may not wish to verbally express their concerns, this could be a report a student problem box in a publicised area within the school.
- Counselling services for specific pupils.
- Individual private diaries for pupils to write their concerns and positives.
- 1:1 school mentor sessions.
- Referral to external agencies for individual student support.
- Individual student plans devised, shared and reviewed with clear actions and outcomes.

Signs of bullying

GLP understands that there are several signs which could indicate pupils are at risk of or are being bullied or bullying others. These signs are also indicators for other areas of safeguarding needs, therefore it is essential that all staff report any of the following behaviours through their school/academies report a student concern system.

- Being frightened to travel to or from their school.
- Asking to be driven to and not walk through their local community.
- Unwillingness to attend or attendance absences.
- Truancy.
- Becoming anxious or lacking confidence.
- Saying that they feel ill in the morning.
- Decreased engagement in learning.
- Returning home with torn clothes or damaged possessions.
- Missing possessions.
- Missing dinner money.
- Asking for extra money or stealing.
- Cuts or bruises.

- Lack of appetite.
- Unwillingness to use the internet or mobile devices.
- Becoming agitated when receiving calls or text messages.
- Lack of eye contact.
- Becoming short tempered.
- Change in behaviour and attitude at home.
- Change of appearance.

Roles and responsibilities

GLP will:

- Review this statement on a yearly basis.
- Support schools by ensuring best advice is available.
- Ensure the school is in line with national and local expectations.
- Ensure there is a zero tolerance against bullying across the GLP schools.
- Celebrate the good practice seen over the GLP schools.

The senior leadership team member responsible for behaviour and safety will:

- Ensure the statement is shared with all members of the school community.
- Ensure that the statement essentials are met and examples of good practice evident.
- Ensure that the Behaviour Policy informs on sanctions and intervention linked to this policy.
- Ensure that staff have appropriate CPD opportunities and are equipped to meet the actions and expectations of this policy.
- Report to GLP as appropriate with updates on incidents, concerns and showcase good best practice.
- Keep Greenheart Local Advisory Committee (GLAC) informed with updates through the safeguarding report.
- Detailed reports of incidents and data analysis to allow reflection and case studies.

The school staff will:

- Ensure prevention strategies are embraced and utilised as required.
- Treat reports of bullying very seriously; never assume that it is 'just banter'.
- Not ignore signs of suspected bullying, reporting through the appropriate channels.
- Not ignore and always challenge unpleasantness from one student towards another.
- Take action immediately; this applies to all staff, not solely teaching staff.
- Always respect pupils' privacy and information about specific instances of bullying will not be discussed with others, unless it is in a setting that the victim has given consent to.
- Ensure follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- Avoid gender stereotyping when dealing with bullying.

Pupils will:

- Take responsibility for their own behaviour and actions, treating one another with respect and kindness.
- Report any incidences of bullying or potential bullying to a member of staff.
- Pupils will not take part or get involved personally in any form of bullying.
- Pupils will never be by standers of any form of bullying as they would be considered guilty by association.

Parents will:

- Inform the school of any concerns regarding their child or any information their child may give ~~them~~ regarding concerns for another student.
- Will read and understand the definition of bullying, and the difference between a fall out and bullying.
- Parents will access the schools behaviour and Anti-bullying Statement for more information regarding the schools actions in addressing any bullying issues.
- Parents will have access to a range of information over the academic year, they are encouraged to read and share the information with their child.
- Inform the school of any changes in their child's behaviour, health and appearance.

Dealing with incidents

The following are examples of good practice when dealing with incidents:

- The victim, alleged bully and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication.
- If a student is injured, members of staff take the student immediately to the academy First Aider for a medical opinion on the extent of their injuries.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- Where CCTV is present there can be evidence collated of behaviours over time.
- All parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- Premature assumptions are not made, as it is important not to be judgmental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- All concerned pupils are informed that they must not discuss the interview with other pupils.
- A decision should be made whether the form of bullying/behaviours warrants safeguarding processes to be implemented.

- Parents of all parties are informed as quickly as possible but in all cases within the school day.

Incidents of bullying outside of school

Headteachers' have the power to discipline pupils for inappropriate behaviour outside of the school premises. Bullying incidents occurring anywhere off the school premises, such as on academy or public transport, outside the local shops, or in a town or village centre, or through social media will be sanctioned in line with the school behaviour policy.

Where bullying outside academy is reported to academy staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on academy premises, or elsewhere when the student is under the lawful control of the member of staff.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on academy premises, and therefore not under the lawful charge of a school staff member.

The Senior Leader responsible for behaviour/safeguarding is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a student.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

Safeguarding pupils

In instances when there is 'reasonable cause to suspect a student is suffering or is likely to suffer significant harm' the school DSL will contact external agencies where it is considered universal services are required. This could result in an Early Help Assessment for more serious instances of Child Protection.