



The Grosvenor Park
C of E Academy

A voice for every child.

'No barriers – No boundaries – No limits'

At Grosvenor Park Academy our vision, built on Christian values, is to be a dynamic community that enables our children to flourish. We will encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background.

Anti-Bullying Policy

Introduction

The Grosvenor Park C of E Academy (GPA) is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff, to eradicate and promptly address all reported incidents.

This school sees the issue of bullying as a serious matter.

Purpose

The purpose of this policy is to reduce the incidence of bullying and create an environment in which **everyone feels safe, secure and respected.**

Accordingly, the school will

- Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.
- Anti-bullying initiatives are an integral part of the Citizenship/Assembly programme for all years.
- Facilitate Anti-Bullying initiatives.
- Provide advice to parents and pupils
- Ensure the anti-bullying message remains high profile via displays and noticeboards.
- Provide appropriate in service training for **all** staff
- Provide a physical environment which is closely supervised and where pupils feel safe and secure.
- Enlist the help and active support of parents and outside agencies.

Bullying Defined

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

Bullying manifests itself in a number of ways

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse.

Mobile threats by text messaging and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.

- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)
- Hate crime (bullying because of disability, race, religion, sexual orientation or transgender)

Bully – A person or group behaving in a way which might meet needs for status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

Victim – A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour

Possible Signs of Bullying

Both teachers and parents/carers at GPA are in a position to observe changes in the behaviour of a pupil, which may indicate that they are being subjected to bullying.

What to look out for:

- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing' • Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or 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.

Dealing with Bullying

We will encourage pupils to report any incidents of bullying to a teacher or other adult in the school. Our Academy will respond promptly and effectively to reported incidents of bullying or hate crimes.

Everybody has the right to feel happy and safe. No-one deserves to be a victim of bullying.

Bullies need to learn different ways of behaving.

Bullying is unacceptable behaviour. It can happen in any schools and many young people are involved at some time. This school is committed to creating a safe environment where young people can learn and thrive, can talk about their worries, confident that an adult will listen and will offer help.

We will make it clear to pupils, staff, parents when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

Parents/Guardians of both victim and perpetrator will be kept informed of our actions and follow-up procedures.

The school will accurately record all incidents of bullying on CPOMS

Prevention Strategies

Staff charter – The adult as a model:

Staff will not misuse a position of power to dominate the pupils in this school.

We will avoid:

- i) Sarcastic comments
- ii) Derogatory nicknames
- iii) Dominating and humiliating behaviour

We will listen to pupils when they are willing to talk about bullying.

We will be sensitive to a pupil's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

Staff will support the 'Behaviour Policy' and the core themes of Respect, Responsibility and Safe.

Pupil Charter

Pupils will recognise each other's rights to:

- i) be physically safe;
keep/ own possessions;
be free of insult, derogatory terms and teasing;
be able to associate with other young people for companionship and friendship.

The culture of the school will encourage pupils to ensure the:

- ii) physical safety of others;
security of everyone's personal possessions and money;
freedom from hurt by name-calling, teasing and inclusion of all pupils in play and learning activities.

Peer Support

Peer support includes pupils from all years to act as mentors to each other.

The Curriculum

We aim to make anti-bullying initiatives an integral part of the curriculum for all years. Where appropriate class teachers should encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues.

Bullying must never be kept a secret.

Dealing with bullying

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff at GPA will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, school staff will:

1. Not ignore it.
2. Not make premature assumptions.
3. Listen to all accounts of the incident.
4. Adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves.
5. Make regular follow-up checks to ensure that bullying has not resumed.
6. Ensure that all relevant personnel within school have been informed.
7. Record the incident promptly on the appropriate proforma, as soon as practically possible after the incident, ideally within the day.
8. Incidents will be reviewed to identify pupils, type, style and location of bullying. This will enable the school to identify patterns and to develop appropriate action plans.
9. Sanctions will be implemented as appropriate and in consultation with all parties concerned.
10. Liaison with the relevant persons to ensure there is targeted support to address the underlying issues.

Procedure to support a pupil who has been bullied

1. Talk to the pupil away from other pupils, but with other staff close by.
2. Listen to the pupil's account of the incident.
3. Reassure the pupil that reporting the bullying incident was the right thing to do.
4. Make it clear to the pupil that she/he is not to blame for what has happened
5. Ideally, allow the pupil to write a statement or make a note of what the pupil said.
6. Explain that the pupil should report any further incidents to a teacher or other member of staff immediately.

Ask the pupil

1. What happened?
2. Whether or not this was the first incident, of not how many other incidents have there been.
3. Who was involved?
4. Where it happened

5. Who saw what happened (staff as well as pupils).
6. What the pupil had already done about it.
7. Depending on the severity of the incident, whether parents/carers ought to be contacted.

Ideally, if the pupil is old enough and with sufficient skills to write, he/she should be given the time and appropriate accommodation to make a written statement, which is jointly checked by the pupil and member of staff and where necessary amended to ensure clarity. This information must be passed on as soon as possible to the Head of school. It is usual to remove the accused bully and any witnesses from the learning zones as soon as possible to get them to write statements on their own about the incident.

Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

The victim should be consulted regarding their return to learning activity and where possible their views heeded.

Supporting pupils (refer to Appendix 1 – Pathways to Help to support process)

Pupils who have been bullied

It is likely that pastoral staff will work with these pupils, but it is essential that the pupils are fully supported during this traumatic time through contacts with staff and with pupils. Ultimately, the pupil must make the decision who they would like to speak to. Usual choices are: their teacher, Head of school, or SENCO

Pupils who have bullied

It is important for the bully to receive counselling, to prevent further incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role:

Talk to the pupil about how things are going, their progress and friends

1. Ask why they acted as they did.
2. Explain that bullying is wrong and makes others unhappy.
3. Discuss with the pupil how to join in with others without bullying.
4. Give the pupil lots of praise and encouragement for the times when she/he is being kind and considerate to others.
5. Inform and involve parents/carers when appropriate.
6. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise / explain why, i.e. process of restorative justice.

Reporting and recording incidents

Bearing in mind the seriousness of these incidents it is imperative that all incidents be:

- Dealt with promptly
- Reported promptly well before the end of the day
- Recorded on CPOMS.

Homophobic Bullying

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse eg. 'your bag's gay' and direct homophobic abuse g. a boy is called a 'poof'.

Principles

- It is illegal to discriminate against those who are lesbian, homosexual or bisexual (2007 Equality Act).
- Under the Education and Inspections Act 2006, head teachers, with the advice and of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people.
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" for example, "You're such a gay boy" or "That's gay".
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.
- We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school.
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this.

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

- 1 Establish why homophobic language was used? What was the motivation?
- 2 How did it make X feel.
- 3 Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
- 4 As the child to choose other words/actions which would help solve the problem in a positive way.
- 5 Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
- 6 If name calling continues sanction child in line with Behaviour Policy.
- 7 Incident to be recorded on CPOMs

Bullying by text message, mobile phones and the internet

A record should be kept of the date and time of any offensive messages by internet. Pupils should be encouraged to show the messages to a member of school staff

Monitoring, Evaluation and Review

The policy will be reviewed at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date Agreed – Sept 2019

Review date - Sept 2020

Appendix 1

Pathways of Help

Child is bullied

Step 1

Student personally approaches:
Buddy/Peer Mentor
Class Teacher
Non Teaching trusted member of the Academy community
Support Staff

If continues

Step 2

Student meets with class teacher
Discussion on the facts
Suggested ways forward
Short review time

If continues

Step 3

Discussion/Interview with all parties
Will use: suggested and agreed actions/strategies
Parents informed
Short term review

If continues

Step 4 Senior member of staff

Directs to a variety of help strategies delivered by 'trained' personnel eg.
Restorative justice
Mediation/counselling
Anger management training & self help
Peer Mentor/Buddy support
External Agencies - Connexions
Circle of friends

If continues

Step 5

Exec Head and Chair of Governors inform/seek advice

Appendix 2

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying 08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

08088002222

Parents against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include

Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary Academies www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary Academies by Child net International. Has a sample family agreement www.childnet-int.org/kia/parents

Proud Trust - the organisation set up to support children with their sexual identity. They also run a network of youth groups for LGBT youth. www.the-classroom.org.uk provide useful lesson plans