



GREENBANK PREPARATORY SCHOOL & DAY NURSERY

ANTI-BULLYING POLICY

Member(s) of Staff Responsible	Janet Lowe
Date of Current Policy	Spring 2019
Date to be Reviewed	Spring 2021

‘Greenbank aims to provide a caring environment where traditional values of courtesy, respect for others and pride in work enables all children to develop their talents, gain self-esteem and reach their full potential.’

This is a whole school policy which includes the Early Years Foundation Stage, which is the Nursery, Preschool and Reception classes. It also includes temporary workers and volunteers.

RATIONALE:

Greenbank Preparatory School, including the Early Years Foundation Stage, aims to provide a supportive, friendly and safe environment for all pupils so that they can learn in a secure and relaxed atmosphere and achieve their academic potential in all aspects of school life.

OBJECTIVES:

- To ensure that trustees, staff, pupils and parents understand what bullying behaviour is.
- To provide pupils with personal and social education about friendship; other relationships and social interactions so that they become more aware of the importance of their own responsibilities in maintaining good working relationships and personal friendships.
- To take action to reduce the risk of bullying at times and in places where it is most likely to occur
- To take preventative measures against harassment by including current research about bullying in the curriculum.
- To provide pupils, parents and staff with a clear set of procedures to be followed by staff if bullying is reported.
- To take action immediately if bullying arises.
- To record incidents in a manner to allow patterns to be identified.
- To help bullies realise the consequences of their actions and to teach them different ways of behaving.
- To support victims of bullying and to provide them with guidance on how to deal with harassment.

WHAT IS BULLYING?

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. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It may be on racial grounds, religious, cultural, sexual/sexist, homophobic or aimed at children with special needs or disabilities. It may take the form of ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.

Bullying can also take place through the internet and mobile phones. This is called **cyber bullying** and uses technology deliberately to upset.

Bullying can and must always be stopped. It is not the sole responsibility of children and/or their parents to resolve. Bullying upsets all children not just the bullied child. The ethos of the school is also affected. **Neglected, it can lead to low performance, truancy and illness, and in extreme cases suicide.**

SCHOOL STATEMENT OF VALUES:

At Greenbank we feel that each individual should:

- respect others, regardless of age, race or background
- help to create a caring environment where all relationships are open and friendly
- keep the school clean and tidy and show respect for each other's property
- be happy at the success of others and give support in times of disappointment
- value extra-curricular achievement as much as academic success
- discourage malicious gossip
- realise that teasing can go too far

ROLES AND RESPONSIBILITIES:

- **Staff:** It is the responsibility of all staff to be alert to possible harassment of pupils, to deal with incidents of bullying as the highest priority and to follow the principles and procedures in this policy when following up cases of bullying. Other specific responsibilities are stated below.
- **Trustees:** The Trustees will evaluate and review the anti-bullying policy and will ensure that it is non-discriminatory.
- **Headteacher:** The Headteacher will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The Headteacher will keep a record of all reported incidents in pupils' files. If bullying continues and causes either physical or emotional distress leading to safeguarding concerns then the matter will be referred to the LADO and the LSCB.

- **Parents:** Parents will be kept informed of persistent misbehaviour either by email, phone call or a meeting with the class teacher or Headteacher. Parents are expected to support the school and reinforce the values and code of behaviour.

Staff responsibilities -

- Class Teacher - Minor incidents and friendship issues
- Headteacher - More serious incidents including bullying incidents requiring suspension or expulsion

The PSHE Co-ordinator will provide up-to-date resources and information to Class Teachers on bullying issues.

DEALING WITH BULLYING – ‘THE NO BLAME APPROACH’

Bullying incidents will be dealt with in an immediate, clear and fair manner consistent with the agreed practice which is the ‘No Blame’ Approach.

STEP ONE – INTERVIEW WITH THE VICTIM:

When the teacher finds out that bullying has happened he/she starts by talking to the victim about their feelings. He/she does not question them about the incidents but does need to know who is involved.

STEP TWO – CONVENE A MEETING WITH THE PEOPLE INVOLVED:

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

A group of six to eight children works well.

STEP THREE – EXPLAIN THE PROBLEM:

He/she tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

STEP FOUR – SHARE THE RESPONSIBILITY:

The teacher does not attribute blame but states that he/she knows the group are responsible and can do something about it.

STEP FIVE – ASK THE GROUP FOR THEIR IDEAS:

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a response of improved behaviour.

STEP SIX – LEAVE IT UP TO THEM:

The teacher ends the meeting by passing the responsibility to the group to solve the problems. He/she arranges to meet with them again to see how things are going.

STEP SEVEN – MEET THEM AGAIN:

About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

SANCTIONS:

In more serious cases of bullying, the bully may be given a detention and/or a behaviour plan. Parents will be asked to come into school to discuss the problem.

In very serious cases, suspension from lessons or even suspension from school may be considered. In the most extreme cases, a student may be expelled. Only the Head, with the support of the Chair of Trustees, can make a decision on these forms of sanctions.

CURRICULUM SUPPORT:

Issues regarding bullying, methods of dealing with bullying, prejudice, discrimination and stereotyping will be discussed as part of PSHE and assemblies as part of the JIGSAW programme.

PSHE material will cover relationships and friendships, teaching pupils how to manage their relationships with others constructively.

PSHE lessons will include co-operative group work to enable pupils to explore issues by considering different points of view and to become integrated into the peer group.

Staff will encourage pupil co-operation through the use of group work and pair work when delivering lessons. Sport and games staff are particularly effective at promoting teamwork. Pupils will be allocated to groups selected by the teacher, when appropriate, and these will be changed at regular intervals to allow pupils more contact with a wider circle of classmates. Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events such as musical and dramatic productions, charity and social events, sports practices and matches, adventure holidays and other extra-curricular activities.

PASTORAL SUPPORT:

Class teachers, teaching assistants and the Headteacher will provide a "listening ear" for students to talk through friendship difficulties on a confidential basis.

The School Council will provide an opportunity for students to suggest improvements to aspects of school life.

CYBER-BULLYING:

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its students. Unpleasant messages or images may be sent outside school time. Naturally we would expect parents to play the main role in dealing with any out-of-school incidents. If there is a clear link between behaviour at school and inappropriate behaviour when pupils are not on the school premises (and not under the charge of a member of school staff) we reserve the right to take such action as is reasonable with a view to regulating conduct, for example informing parents.

This policy should be read in conjunction with Greenbank Preparatory School's Safeguarding Policy, Behaviour Policy and Cyber-Bullying Policy

It was written in conjunction with Every Child Matters: Change for Children (2004) and the Children Act 2004 and 2005. It also embeds the principles relating to the two DCSF publications; Safe to Learn and Cyberbullying: Embedding anti-bullying work in schools (2007).