

# **Grand Avenue Primary and Nursery School**

## **A Policy for Anti-bullying and Harassment**

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**Agreed by staff and Governors** - Spring Term 2024

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## Initial Statement

As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form.

The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

We believe that all members of our school community should behave in an appropriate manner, showing respect for each other and property. Through a positive approach, we promote a culture of self-discipline, encouraging children to make the right choices in terms of behaviour both inside and outside the classroom so everyone is able to enjoy school, complete assigned work to their best standard and achieve well.

This policy should be read in conjunction with the Behaviour Policy and Values and Behaviour Framework.

## Aims

- To be clear on the definition of bullying
- To ensure understanding between bullying and a relationship conflict
- To ensure all members of our school community are clear on our expectations and are aware of the signs which may indicate bullying or harassment is occurring.
- To ensure all members of our school community feel secure, respected and valued.
- To create the ethos of a 'telling school' whereby anyone feeling bullied or harassed is able to communicate to a trusted adult with the confidence that their disclosure will be dealt with.
- To support staff as they identify and tackle bullying
- To ensure all reported incidents are dealt with sensitively and fairly.
- To ensure a record keeping system is in place and understood by all members of staff.
- To report back quickly to parents/carers regarding their concerns on bullying.
- To outline support for the perpetrator(s) in order to change their behaviour.
- To outline support for the well-being of the target so they are able to move forward
- To continue to educate and train all members of the school community about bullying and relationship conflicts.

## Definitions

Relationship conflict is a conflict resulting from either personality clashes or negative emotional interactions between two or more people.

Bullying and harassment is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological and can happen face to face or online.'



The following categories are recognised to classify the action taken by perpetrators in any serious behavioural incident or pattern of bullying:

**Emotional** - being unfriendly, social exclusion, isolating, from group, tormenting, threatening behaviour

**Verbal** – including name calling, sarcasm, spreading rumours, teasing, taunting, threats, use of derogatory language

**Racist** - racial taunts, graffiti, gestures

**Physical** – including pushing, kicking, hitting, punching, spitting and biting or any use of violence

**Extortion** - demanding money or possessions with threats

**Coercion** – using social pressure to manipulate another person's behaviour

**Property** – stealing, damaging or destroying other people's belongings

**Graffiti** – to incite hatred, to threaten or harm reputation

**Cyber** – use of the following for defamatory purposes: texts, emails, chatrooms, phones, websites, social media (including photos and videos)

**Written**- in the form of defamatory notes or letters

**Sexual** - unwanted physical contact, sexually abusive comments

**Homophobic or biphobic** - bullying because of sexuality or perceived sexuality

**Transphobic** – because of gender identity or perceived gender identity

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

All incidents of suspected bullying or harassment are dealt with in a consistent manner, irrespective of gender, race, sexuality, ability or ethnicity.

### **Why is it important to respond to bullying?**

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement and can lead to mental health concerns such as anxiety and depression.

**Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

In our school community:

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a target of bullying.

Pupils who display bullying behaviour need to learn different ways of behaving.

## **Signs and Symptoms of Bullying in children**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults in school are aware of these possible signs and will investigate further if a child:

- Displays changes in behavior – becomes withdrawn, anxious or lacking in confidence or becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- begins avoiding attending school
- reports feeling ill, especially when coming to school or at break and lunchtimes
- begins to underperform in school work
- is bullying other children or siblings
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- stops eating
- is frightened to say what is wrong
- starts stammering
- cries themselves to sleep at night or has nightmares
- asks for money or starts stealing money eg. (to pay the bully)
- has monies continually "lost"
- comes home starving (money/snack/sandwiches have been stolen)
- attempts or threatens suicide or runs away
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be taken seriously and investigated as soon as possible.

Adults experiencing bullying or harassment may display similar symptoms or may be adept at concealing being the subject of bullying or harassment. Colleagues are asked to remain vigilant.

## Prevention

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we work together to deal with the situation and to learn from what has happened.

The key to prevention is cultivating a calm, open and respectful environment where any unkind behaviour is not tolerated by children or adults and everyone is confident that all reports of unkind behaviour will be listened to, taken seriously and dealt with swiftly and effectively.

We do this by:

- Involving the school community in developing our policy including a child friendly version of our policy
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy and supportive environment in which all enjoy learning
- Work to develop emotional literacy, empathy and social skills and citizenship is built into the curriculum
- Training children to be peer mediators, playground buddies, well-being champions and other roles of responsibility
- Promoting and celebrating diversity, valuing our differences and including everyone in our school
- Ensuring the GRAND rules are understood by all members of the school community
- Using the 'Zones of Regulation' approach
- Planning RHE lessons, Circle time and assemblies focussing on relationships, tolerance and strategies to cope with relationship conflicts and bullying, the 'bullying circle' App – emphasising on telling a trusted adult
- Regular assemblies reinforcing school values and understand the differences between bullying and relationship conflicts
- Regular e-safety lessons delivering a comprehensive e-safety curriculum, including an IT code of conduct signed by all pupils annually
- Providing a 'worry box' in each classroom which is regularly monitored by staff and any concerns posted dealt with in a timely and sensitive manner.
- Providing an ELSA post box
- Considering the numbers of adults on break duty/lunch duty and ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play
- Focussed work with individuals and groups of pupils who require additional support and understanding offering for example; social skills groups, ELSA (Emotional Literacy Support Assistant), counsellor support, SEMH groups or referral.
- Providing 1:1 support at break times for vulnerable pupils
- Report any safeguarding concern to the DSL and record on Edaware
- Regular questionnaires /surveys undertaken to monitor the extent of bullying in school and the effectiveness of the anti-bullying policy
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Comprehensive well-being practice for children and staff
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

See also the Values and Behaviour Framework and Behaviour Policy

## **Reporting bullying**

At Grand Avenue Primary & Nursery School, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and have a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

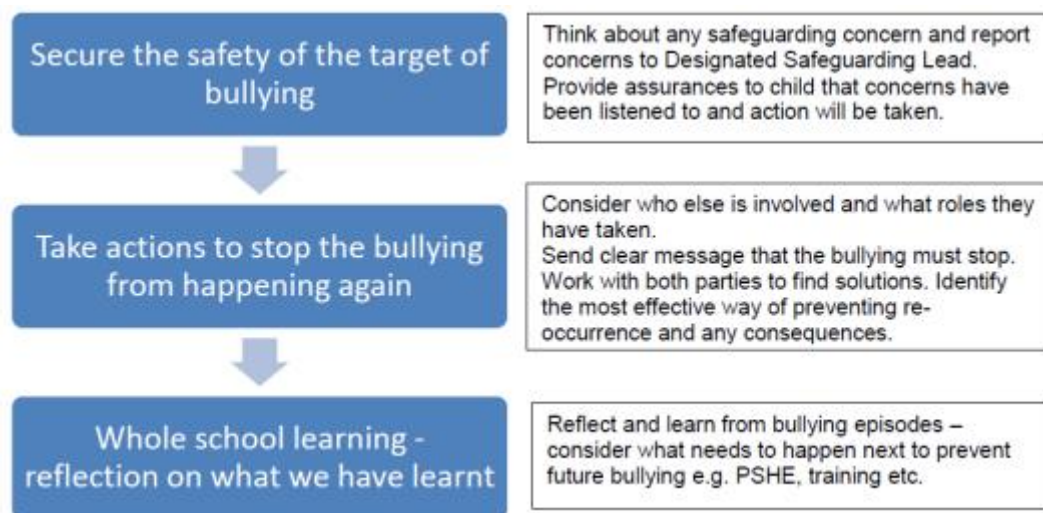
- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies
- Any adult in school they know and trust

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. There is also an ELSA post box into which children can post messages or concern to the ELSA team.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to a member of staff; this could be the class teacher or a member of SLT.

When pupils report their concerns, every member of staff is trained to LISTEN, to BELIEVE and ACT but we involve children as far as possible in finding solutions.

## **Responding to bullying**



If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with a member of SLT who will work with all involved and plan a way forward. It is likely that a contract will be written up and agreed by all parties and closely monitored. A clear account of the situation will be recorded on Edaware.

See Appendices for support options for both target and perpetrator.

All staff will be informed so that close monitoring of the target and bully can begin. Parents of both parties will be informed.

Where bullying outside school is reported to school staff (including cyber bullying) it will be investigated and acted upon. SLT will notify parents and agree measures that can be put in place to support the target of the behaviour to and from school and when in school.

### **Procedures for parents**

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Senior Leadership Team. SLT is always informed of any bullying concerns at Grand Avenue Primary & Nursery School and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with a member of SLT.

The school will work with both the children involved and their parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the perpetrator or their parents. This can complicate the situation and distress the children.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

**All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.**

## **Adults**

If the incident is regarding an adult in school, then the Headteacher will be informed. Members of staff being bullied or harassed are encouraged to inform the Headteacher either verbally or in writing, stating the nature of the incident, the frequency and the names of others involved. Another adult may accompany the staff member should they wish this to be the case. Written statements may be taken from witnesses.

The Headteacher is responsible for investigating the incident, keeping a record and ensuring that the appropriate steps are taken. This responsibility may be delegated to a member of the Senior Leadership team.

## **Statement with regards to parental abuse directed at staff**

At Grand Avenue, we do not tolerate any form of abuse from parents towards our staff. Whilst we recognise emotions can run high regarding the welfare of children we do not accept abuse of any kind. We acknowledge that sometimes misunderstandings can occur and invite parents to discuss concerns or queries in a polite and reasonable manner.

Abuse is defined as verbal or physical actions towards an individual and can take many forms, for example, shouting, swearing, emails, letters, texts, gossip. We believe that continual abuse can put the relationship between home and school at risk and as such may have a detrimental effect on children.

We regard abuse in school, including that of a personal nature, as a form of bullying and as such do not tolerate such behaviour on our school premises.

All staff are expected to be professional at all times during meetings with parents. Staff strive to resolve any incident or upset swiftly, with the best interests of the child a priority. If subject to verbal abuse from a parent, a member of staff may choose to either call upon a member of SLT for support or finish the conversation and remove themselves from the situation.

Staff subject to abuse from parents are asked to report the details of the situation to the Headteacher. Parents abusing staff will be asked to meet with the Headteacher whereby the situation will be thoroughly investigated. The findings of the investigation will be reported to the Governing Body.

Should the investigation uphold the view of the school, parents may be asked to apologise to staff should this be deemed appropriate by the Governing Body. This may be undertaken verbally or in writing.

The school reserve the right to ban parents from the school premises should abuse of staff repeatedly occur. Communication will then be confined to telephone calls, letters and emails.

Staff at Grand Avenue are committed professionals who endeavour to act in the best interest of every child in their care, within an open and trusting partnership with parents and carers.



## **Appendix 1**

### **Sources of further information, support and help:**

Young Minds - <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying>

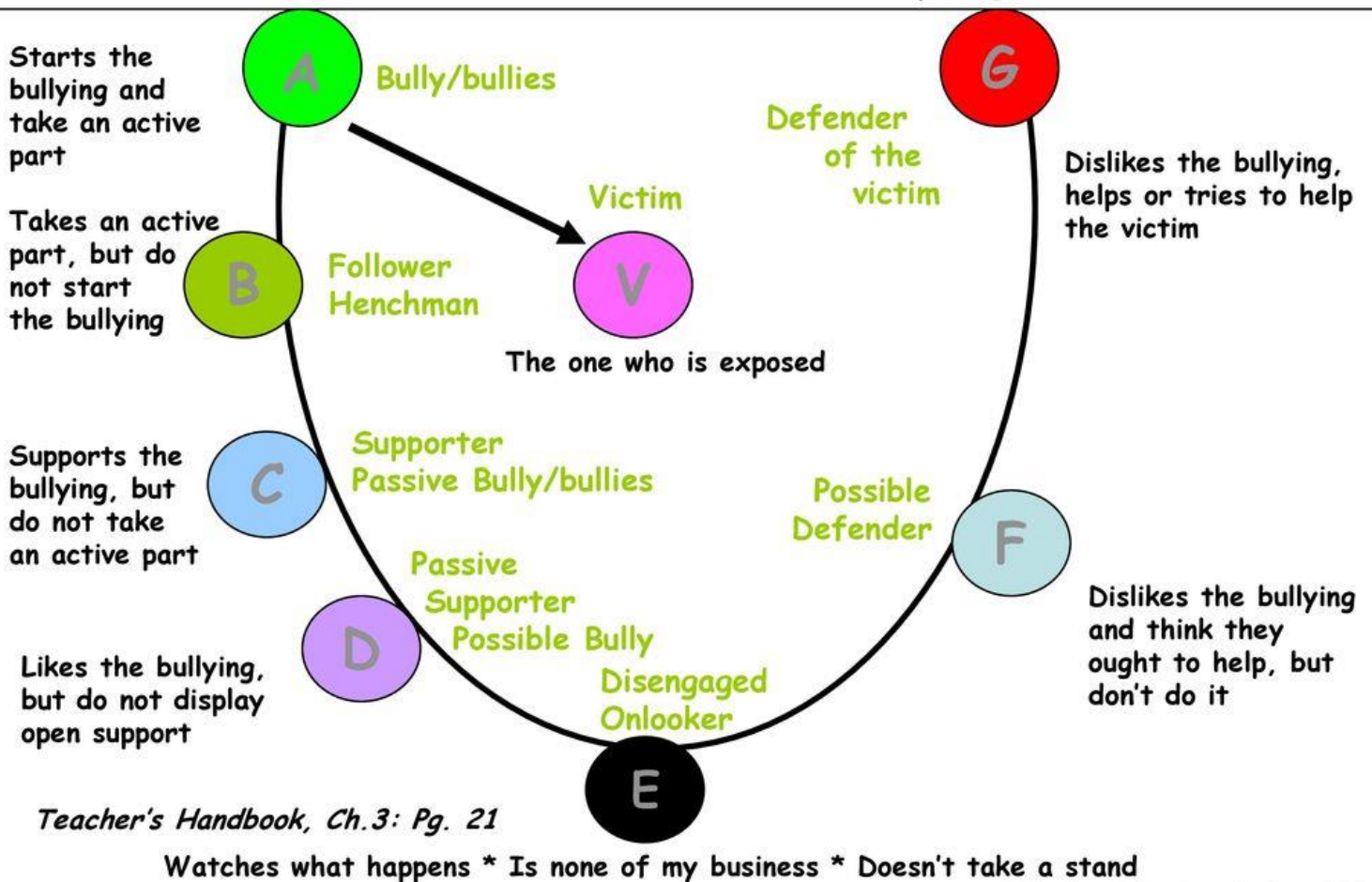
National Bullying Helpline - <https://www.nationalbullyinghelpline.co.uk>

Anti-bullying Alliance - <https://anti-bullyingalliance.org.uk>

NSPCC - <https://www.nspcc.org.uk>

Kidscape - <https://www.kidscape.org.uk>

## The Bullying Circle: Students' Mode of Reactions/Roles in an Acute Bullying Situation



Pupil's Name:  
Class:

**Tackling Bullying and Managing Relationship Conflict**

**Concern raised about a pupil demonstrating issues with relationship conflict or perceived bullying behaviours**

Meeting with parents of perceived bully with member of SLT to discuss concerns/allegations

Next steps decided and shared with parents and staff and child.

Discussion with pupil/observation with member of the Inclusion team/SLT to review strategies

Behaviour Plan

Targeted curriculum support – PSHEE/Circle time

Giving back – 6 weeks of programme of support to help others

Lunch club/structured lunch time

Zoning for two weeks

ELSA support – 10 week programme

Allocation of a significant adult to monitor/support pupil

Weekly behaviour record/log

Circle of friends



Risk assessment for individual

1:1 work with School Counsellor could include support for high level needs where pupils would respond to an outside member of staff.

Involvement from Educational Psychologist for consultation/observation and discuss further strategies and support.

Referral to CAMHS/EHS for family therapy or individual support or further assessment

Family resolution/mediation

Liaise with LA – grounds for exclusion

6 week/half termly review meetings

Solution Circle for staff

Early Intervention – preventing further incidents

On-Going unresolved Issues



Pupil's Name:  
Class:

**Tackling Bullying and Managing Relationship Conflict**

Concern raised about a pupil in further need of support following incidents of relationship conflict or perceived or founded bullying

Meeting with parents with member of SLT to discuss concerns/allegations/incident

Next steps decided and shared with parents and staff and child.

Discussion with pupil/observation with member of the Inclusion team/SLT to review strategies	FRIENDS group/CBT	Targeted curriculum support – PSHEE/Circle time	ELSA support	Lunch club/structured lunch time
Zoning for two weeks	Pupil voice – joint problem solving	Allocation of a significant adult to support pupil – lunchtime/class	Drop in lunchtime support sessions	Buddy System



Lunchtime record – monitor incidents/positive experiences	Solution Circle for staff	1:1 work with School Counsellor	6 week/half termly review meetings
Circle of friends	Family resolution/mediation	Referral to CAMHS/EHS for family therapy or individual support or further assessment	Involvement from Educational Psychologist for consultation/observation and discuss further strategies and support.

Early Intervention – preventing further incidents

On-Going unresolved Issues

