



Anti-Bullying Policy

2021-22

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Anti-Bullying Policy

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Anti-Bullying Policy

“Ready. Respectful. Safe”

At Green Meadows Academy every member of our school community will feel valued, respected, welcomed and safe. We achieve this by holding relationships at the heart of our school. This approach will lead to improved outcomes for pupils, ensuring they are prepared for adulthood. We believe that positive behaviour, appropriate communication and skills in self-regulation need to be learnt and rehearsed and that pupils learn best through supported reflection, restorative conversations and understanding natural consequences to their actions. Bullying and other forms of peer on peer abuse is unacceptable and will not be tolerated. It is the responsibility of everyone in the school community, including staff, parents, pupils and healthcare professionals to challenge and report bullying.

Before writing this policy, the pupils at Green Meadows Academy were consulted and they stated that they wanted the school to ‘challenge the bullies not the victims’ and they wanted a school where they felt ‘safe and free from bullies.’ These views underpin the following policy.

Definition

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. Bullying includes laughing at other people being victims of peer on peer abuse.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally (NSPCC).

Peer on peer abuse includes bullying and sexual harassment and violence, non-consensual sexual activity, consensual and non- consensual sharing of nudes and semi-nudes, upskirting and initiation rituals.

Purpose

This policy outlines the expectations of staff, pupils, parents and our wider community in relation to tackling bullying and provides guidance for all stakeholders when challenging and reporting bullying. We understand that bullying can be an indicator of abuse or mental health difficulties and that being bullied can be detrimental to a child’s mental health. We therefore aim for all pupils who have experienced bullying or who have bullied, to be supported appropriately through the school’s belief in unconditional positive regard, restorative practice and through the school’s curriculum.

Theory and Research

Department for Education Mental Health and Behaviour in Schools (2018)

Keeping Children Safe in Education (2021)

NSPCC

Anti-bullying Alliance

Developing a positive culture in school

We recognise that bullying and peer on peer abuse happens in school and we take a zero tolerance approach to all aspects of peer on peer abuse including sexual harassment and violence. We understand that pupils need to trust and believe that the adults in school will keep them safe and challenge peer on peer abuse.

All staff will:

- Challenge bullying and other forms of peer on peer abuse, including sexual harassment and assault, when it is witnessed or reported.
- Ensure the voice of the child is always heard and acted upon
- Report bullying on the school's behaviour log and on cpoms, for the victim and the perpetrator.
- Inform parents of the children concerned where bullying has been witnessed or reported.
- Implement a zero tolerance approach to sexual harassment, sexual violence, racism and bullying.
- Support pupils in identifying types of bullying, including online bullying and other forms of peer on peer abuse through the effective implementation and delivery of the school's curriculum.
- Teach pupils how to respond and report incidences of bullying or peer on peer abuse and support them in doing so
- Be positive role models for our pupils.
- Provide a safe and calm environment in which the pupils can play, learn and socialise.
- Be aware of non-verbal clues and changes in behaviour that can be indicators of being bullied. For example, becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults, changes in work patterns, lacking concentration, truanting from school.

Pupil responsibilities

All pupils will:

- Refrain from becoming involved in any kind of bullying
- Speak out to protect any pupil being bullied in school or online
- Report to a member of staff any witnessed or suspected instances of bullying to dispel any climate of secrecy and help to prevent further instances
- Behave as appropriate role models at all times
- Show tolerance, understanding and respect of others

Responding to Pupils and Incidents of Peer on Peer Abuse

- All pupils who may demonstrate dangerous behaviour or who have medical needs will have an Individual Pupils Risk Assessment (IPRA).
- All pupils who have experienced Adverse Childhood Experiences (ACEs) will have a key worker who will check in and out with them each day and who may carry out specific mentoring with the child as required.
- All incidents of peer on peer abuse will be investigated by the member of staff who has witnessed it and all pupils involved will be listened to.
- Restorative conversations will take place following an incident of peer on peer abuse, including bullying.

All staff will:

- Understand that bullying can be an indicator of abuse or mental health difficulties.
- Follow the school's principles of Unconditional Positive Regard
- Respond to pupils in a calm and clear manner
- Challenge incidents of peer on peer abuse immediately.
- Listen to all pupils and investigate incidents that have been witnessed to the best of their ability as soon as possible after the incident
- Refer for support from the pastoral team if needed
- Understand and be able to identify the different types of bullying and other forms of peer on peer abuse including sexual harassment and assault.
- Never dismiss or ignore bullying or other forms of peer on peer abuse
- Record all incidents of bullying and other forms of peer on peer abuse on cpoms and the school's behaviour monitoring system, 'Behaviour Watch' for both the victim and the perpetrator.
- Ensure the victim of bullying is reassured, supported and feels in control of the situation.
- Ensure the perpetrator of the bullying incident understands the impact of their actions on others
- Refer incidents of bullying or other forms of peer on peer abuse to the leader for that setting in order for restorative conversations to take place.
- Ensure parents of the victim and perpetrator of the incident they have witnessed are informed at the end of the day.

Repairing and Restoring

At Green Meadows Academy we believe that every interaction is a learning opportunity. Our curriculum, in particular lessons in Oracy, PSHE and RE ensure pupils learn about diversity, equality, tolerance, understanding and methods of resolving conflict. All our staff role-model this throughout the day with all members of the school community and in school council

meetings, assemblies, and through celebrating focus months such as Black History month, Refugee Awareness Week and Anti-Bullying week.

Staff are expected to take part in daily de-briefs as a class team to ensure all staff reflect on all interactions and learning opportunities that day in order to ensure they build on the successes and try something different when things go wrong. Successes and challenges will be shared with parents through telephone calls or communication in the home- school diary,

When things go wrong, our children will understand that there will be a fresh start and new opportunities, following the principle of Unconditional Positive Regard.

Should bullying or other forms of peer on peer abuse continue in school following the effective implementation of the above procedure, the class teacher will refer to the SENCO. In agreement with parents, a Strengths and Difficulties Questionnaire will be completed and subsequent specific interventions to challenge beliefs, attitudes or anti- social responses to others may be implemented. This may be through one to one mentoring, social groups, behaviour interventions or a referral to external services for counseling or therapy.

Where a child is consistently struggling with the expectations in school and their behaviour continues to be a concern, the SENCO will refer to external agencies such as an Educational Psychologist, their social worker or the virtual school if the child is Looked After.

Parental Responsibilities

We ask parents and carers to support all pupils at Green Meadows Academy by:

- Watching for signs of distress or unusual behaviour which might be evidence of bullying
- Supporting their child in reporting an incident to a responsible adult in school
- Being vigilant about the reactions of their children to different pupils or staff online and offline and report these concerns to the school.
- Informing the school of any suspected bullying, even if their own children are not involved
- Cooperating with the school if their child is accused of bullying.

Equal Opportunities

All pupils, regardless of ethnicity, religion, disability, sexuality or gender will be treated equally and fairly, both as victims and perpetrators.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness through the school's Quality Assurance processes. The policy will be promoted and implemented throughout the school.

Date for Review

March 2023

Equality Impact Statement

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In the development of this policy due regard has been given to achieving these objectives, further to which we will champion equality in all its forms, in keeping with our values.

