



Anti-Bullying Policy

“Don’t suffer in Silence”

(Please refer also to the ‘child friendly’ version of this policy.)

1. Statement of Philosophy

Bullying of any kind is unacceptable. Greentrees Primary School is committed to providing a safe, caring and friendly environment for all staff and pupils.

2. Definition of Bullying

Greentrees School has adopted the definition of bullying from the Anti Bullying Alliance as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” <http://www.anti-bullyingalliance.org.uk/>

The definition applies to both children and adults as a member of staff can be the victim of bullying or sometimes even the instigator of bullying.

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focusing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Religious – a negative or unfriendly focusing on religious difference or how somebody expresses their faith
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities)
- Transphobic- negative attitudes, feelings or actions towards transgender people

Although immediate physical safety comes first, all bullying, whatever the motivation or method, is unacceptable and will not be tolerated.

(Occasional one-off, verbal or physical acts, do not constitute bullying; please refer to the school’s Behaviour and Discipline Policy)

3. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We will:

- Ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying occurs;
- Ensure that all governors, staff, parents/carers and pupils have an understanding of what bullying is;
- Set out a co-ordinated approach to preventing and tackling bullying at school and whilst pupils travel to and from school;
- Where appropriate, investigate reported incidents of bullying that occur outside the school premises, and take appropriate action.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4. The role of governors

- The Board of Governors supports the headteacher in all attempts to eliminate bullying from our school.
- The Board of Governors will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Board of Governors monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Board of Governors responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Board of Governors.

5. The role of the headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the Board of Governors about the effectiveness of the anti-bullying policy on request. The headteacher reports the number of bullying incidents in an annual report to Governors.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- In order to deter cyber bullying, children are discouraged from bring mobile phones to school, except where they are needed to support pupil safety. Children who bring phones to school must take them to the school office on arrival. The School will raise awareness of 'Online Safety' and cyber bullying with parents.

6. The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, including cyber bullying, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, or become aware of cyber bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.
- In the staff room, there is an anti-bullying log in which staff record all incidents of bullying that occur both in and out of class (Appendix 1). We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the log.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their actions were wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- All staff are regularly informed and guided on Anti-Bullying procedures and how to follow school policy and procedures with regard to behaviour management. Staff will attend training on 'Online Safety'.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Anti-bullying weeks are organised from time to time and the school organises activities to support E-safety on the national 'Safer Internet Day' (SID). In PSHE lessons, teachers will highlight specific types of bullying, namely cyber bullying, homophobic, sexual, racist, religious, physical, emotional and verbal bullying. Children will discuss how they should respond and behave toward one another and their own responsibility in the prevention of bullying including acting on behalf of a victim. Children will have the opportunity to rehearse their behaviour through acting out a range of scenarios. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. 'Philosophy for Children' lessons will sometimes focus on relationships and bullying where the stimulus prompts this type of enquiry.
- Staff will also make sure they are familiar with their role and responsibilities in:
 - teaching children safe Internet etiquette
 - applying school policy in monitoring electronic messages and images
 - giving pupils key guidance on:
 - personal privacy rights
 - material posted on any electronic platform
 - photographic images
 - taking action if a pupil is being cyber-bullied or is bullying someone else
 - teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications
 - Keep up a dialogue with parents about emerging technologies their child might be using.
 - Ensure parents know who to approach at the school if they suspect that their child is being cyber-bullied or is bullying someone else.

7. The role of parents and carers

- Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

8. The role of pupils

- Pupils are encouraged to ***tell*** anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. This message is often re-visited for example in our 'Anti-bullying Week.' Children will be encouraged to report Internet or Mobile Phone bullying. Their own responsibility in the prevention of bullying including acting on behalf of a victim will be highlighted and children will have opportunities to practise a range of scenarios e.g. in their PSHE lessons.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and in class and school council meetings.
- Our School Council has developed its own anti-bullying code.
- Pupils will agree to adopt the schools 'Code of Conduct' for safe Internet and Mobile Phone use (Appendix B).

9. Summary of Procedures

- Pupils/parents/carers/staff members report bullying incidents (using the school's methods of reporting);
- All cases of bullying (as defined by the school's definition of bullying)
- will be recorded by staff
- In serious cases parents/carers will be informed and will be asked to come to a meeting to discuss the problem;
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- An attempt will be made to help the bully/bullies change their behaviour;
- Support will be available for the person being bullied;
- Sanctions will be determined and applied fairly, proportionately, consistently and reasonably, taking account of any special education needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions are imposed. However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what s/he is doing.
The school reserves the right to suspend or exclude a pupil who has been involved in a very serious incident/s of bullying another pupil or member of staff.
- The situation will be monitored by staff to ensure that the bullying has stopped permanently.
- Members of staff should report their concerns about colleagues who are either the victim of bullying or the instigator of bullying to the headteacher or deputy headteacher. Staff should also refer to the 'Dignity at Work' policy.
- Greentrees School logs all incidents of bullying centrally (including how the incident is responded to and monitored by the school) in a log of unacceptable behaviour (Appendix A). The headteacher reports on serious incidents of bullying to the Full Governing Body.

10. Support for vulnerable groups

The school will organise structured interventions that support vulnerable pupils/staff who have been the victim of bullying or have bullied other people such as:

- Social Skills groups such as 'Circle of Friends', often lead by the ELSA.
- Peer Support,
- 'Time to Talk' Counselling,
- Support from other agencies,
- Individual or small-group work).

11. Monitoring and review

- This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy and annually on the number of incidents.
- The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date: September 2018

This policy will be reviewed in **September 2019**.

Appendix A:

Greentrees School Log for Incidents of Bullying

Reported by:

Name and year group of the pupil/s who have been bullied:

Name and year group of the pupil/s who have bullied:

Date of incident/s _____

Time of incident/s _____

Indicate type of incident/s – please tick one or more boxes

Verbal abuse	<input type="checkbox"/>	Isolation (including being ignored or left out)	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken/ causing damage to personal property	<input type="checkbox"/>	Cyberbullying (including text messages, emails, social networking sites...)	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Spreading rumours/ nasty notes	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief description of incident/s:

Advice given/ action suggested by person who logged this complaint:

Have the parents/carers of the pupil/s who were bullied been informed?

Have the parents/carers of the pupil/s who have bullied been informed?

Appendix B:

Safe Internet and mobile phone use - A Code of Conduct for Pupils

Pupil Acceptable Use Policy Agreement (Foundation/KS1)

This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers
- I will only use activities that a teacher or suitable adult has told or allowed me to use
- I will take care of the computer and other equipment
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong
- I will tell a teacher or suitable adult if I see something that upsets me on the screen
- I know that if I break the rules I might not be allowed to use a computer.

Signed (child):.....

(The school will need to decide whether or not they wish the children to sign the agreement – and at which age - for younger children the signature of a parent/carer should be sufficient)

Signed (parent):

Pupil Acceptable Use Policy Agreement – KS2

School Policy

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that pupils will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the systems, devices and digital communications
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it
- I will be aware of "stranger danger", when I am communicating on-line
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc)
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering systems in place to prevent access to such materials
- I will immediately report any damage or faults involving equipment or software, however this may have happened
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)

- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information)
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network/internet, contact with parents and in the event of illegal activities involvement of the police.

Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.

Pupil Acceptable Use Agreement Form

This form relates to the pupil Acceptable Use Agreement, to which it is attached. Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own equipment out of the school in a way that is related to me being a member of this school, eg communicating with other members of the school, accessing school email, website etc.

Name of Pupil:

Class:

Signed:

Date:

Parent/Carer Countersignature

I have read and understand the above and agree to support the school in encouraging my child to use the school network and internet appropriately.

Signed:

Date: