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# **ANTI-BULLYING POLICY**

## **2018-2020**

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Policy Approved: January 2018  
Policy Renewal: January 2020

Reviewed by the LGB Governors

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

## **Anti-Bullying Policy**

As a Rights Respecting School we uphold the key principles and provisions of the United Nations Convention on the Rights of the Child:

- The right to a childhood (including protection from harm)
- The right to be educated
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

### **Article 2 (Non-discrimination):**

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their Parent/Carers do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

### **Article 19 (Protection from all forms of violence):**

Children have the right to be protected from being hurt and mistreated, physically or mentally.

### **Article 28 (Right to education):**

Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

### **Article 29 (Goals of education):**

Education should develop each child's personality and talents to the full. It should encourage children to respect their Parent/Carers, and their own and other cultures.

*Children's rights* are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state. However, the Convention also refers to the *responsibilities of children*, in particular to respect the rights of others.

Here are some of the responsibilities that could accompany rights:

- If every child, regardless of their sex, ethnic origin, disability, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way.
- If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other.
- If children have a right to freedom of thought, conscience and religion, then they also have the obligation to respect other's thoughts or religious principles.

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### **Aims**

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### **Objectives**

- To provide a learning environment free from any threat or fear where pupils are encouraged to report bullying.
- To reduce and eradicate wherever possible, instances in which pupils are subject to any form of bullying.
- To establish a means of dealing with bullying and or providing support to pupils who have been bullied.
- To provide support for pupils who are accused of bullying
- To ensure that all pupils and staff are aware of the anti bullying policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the school.
- To respond effectively any instances of bullying that are reported.

### **Definition of bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time and is not just a one off incident, where it is difficult for those being bullied to defend themselves, will disturb their education and could cause their life to be a misery. (DfES guidance 'Bullying: Don't suffer in Silence' combined with the GHS Article 12 School council , 2017)

### **Different types of bullying include:**

- ⊗ **Electronic / Cyber-bullying** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services) hate websites.
- ⊗ **Physical** - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings.
- ⊗ **Verbal** - name calling, insulting, racist remarks, threats of physical violence, spreading rumours, constantly putting a person down etc.
- ⊗ **Indirect (known as emotional/psychological)** - spreading rumours, excluding somebody from social groups, sending malicious messages
- ⊗ **Racist** - Racism means you are subjected to abuse and harassment because of your race, colour or beliefs. (E.g. insulting language/gestures based on a person's actual perceived ethnic origin or faith, name calling, graffiti, racially motivated violence.
- ⊗ **Sexual** - sexually insulting language/gestures, name calling, graffiti, unwanted physical contact.
- ⊗ **Homophobic** – insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti, homophobic violence.

**All of the above are unacceptable and will not be tolerated at Greenbank High School.**

### **Creating an anti-bullying climate at Greenbank**

The aims of the school state that the school will

- "help pupils to be polite and honest and to develop a sense of independence, strengthened by the ability to work with others in a tolerant, caring and understanding way".

***and***

- "help pupils to develop positive and confident attitudes to the needs of others and to the environment".

The Behaviour and Discipline Policy reflects these aims.

Our curriculum is used to:

- raise awareness about bullying and our anti-bullying policy
- develop PSHCE schemes of work and enrichment days to highlight bullying related issues and how to deal with them.
- develop self-esteem through, for example:
  - displays of work
  - verbal praise and other rewards
  - encouraging pupils to stand up for themselves and not to allow others to make their lives unhappy
  - pupils being given responsibilities within school
  - pupils being encouraged to express their opinions and ideas

School assemblies/ Personal Development Time to be used to reinforce bullying will not be tolerated.

Posters on the school notice boards/form rooms/classrooms/computer screen savers to be used to remind pupils that bullying is not acceptable.

Provide written guidance to our pupils to explain what they should do if they are being bullied or if they see another pupil being bullied.

Leaflets to Parent/Carers and pupils regarding bullying are available from the front office.

Pupils need to realise that they must not stand by and let bullying happen. If they witness bullying taking place and take no action, they become part of the problem and as such are condoning it.

The Article 12 Group, School Council, will be used as a forum in which concerns about bullying can be discussed on a regular basis.

### **Strategies/Responding to Incidents when they occur**

Pupils who have been bullied should report this to their Personal Tutor, Learning Mentor, Progress Leader or any other member of staff.

Pupils who see others being bullied should report this to their Personal Tutor/Progress Leader. Incidents of Bullying can be directly reported to the Assistant Headteacher, in charge of pastoral care via the VLE. There is a direct confidential link on the pupil portal.

Members of staff who receive reports that a pupil has been bullied should report this to the appropriate Progress Leader.

Pupils will be asked to provide a written account. Other pupils with information relating to incidents will be asked to do so also.

Reports of bullying will be logged by the Progress Leader and recorded on the SIMS Behaviour System or CPOMS. They will refer serious cases to the Assistant Headteacher in charge of Pastoral Care.

Where bullying is of a racist or homophobic nature, we will report this to the Local Authority Education Welfare service.

All reports will be taken seriously and will be followed up by contact with the child and/or Parent/Carer to ensure there has been no repetition.

**Pupils who are bullied will be:**

- listened to and taken seriously and the incident will be discussed only with the necessary people.
- assured that it was right to report the incident(s).
- reassured that they do not deserve to be bullied.
- involved in the process of deciding what action is to take place to help and stop the bully.
- able to discuss strategies to deal with emotions and feelings and to understand and cope with bullying.
- discouraged from hitting back or retaliating in any way.
- offered the chance to talk with other staff that can support – e.g. Attendance Welfare Officer, Careers Adviser.
- engaged in follow up meetings to ensure the any action taken is working

Staff will always try to ensure pupil safety.

**Pupils who are bullies:**

- will have their behaviour challenged
- will be treated fairly
- given the opportunity to change behaviour and encouraged and supported in doing so.
- will be told that sanctions may be imposed

**Sanctions:**

- Official warnings to cease offending i.e. letter home
- Parent/Carers invited in to school
- Detention
- Loss of free time
- Exclusion from certain areas of school premises
- Fixed term exclusion
- Permanent exclusion

**Our responsibilities****Everyone within school is expected to:**

- act in a respectful way towards one another
- adhere to and promote the objectives of this policy

**Pupils are expected to:**

- report all incidents of bullying
- report suspected incidents of bullying
- support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school

**Parent/Carers can help by:**

- supporting our anti-bullying policy and procedures
- encouraging their daughter to be positive members of the school community
- discussing with school any concerns that their daughter may be experiencing or involved in some other way

## **Concerns, complaints and compliments**

We recognise that there may be times when Parent/Carers and or pupils feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the attention of the Headteacher.

We would also be pleased to receive compliments as feedback from Parent/Carers and pupils when things have gone well.

## **Specialist organisations to support the anti-bullying policy**

The Anti-Bullying Alliance (ABA) ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying ([www.beatbullying.org](http://www.beatbullying.org)): A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for Parent/Carers, Beatbullying have developed the Cyber mentors peer support programme for young people affected by cyber-bullying.

Kidscape ([www.kidscape.org.uk](http://www.kidscape.org.uk)): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and Parent/Carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying: ChildNet International ([www.childnet.com](http://www.childnet.com)): Specialist resources for young people to raise awareness of online safety and how to protect themselves.

## **Supporting Documents**

- Preventing And Tackling Bullying, advice for Headteacher's, staff and governing bodies, DFE, October 2014
- Cyberbullying: Advice for Headteacher's and school staff, DFE, November 2014
- School support for children and young people who are bullied, DFE, March 2014

## **Evaluating/Monitoring our policy**

We will monitor and evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given period.
- From the comments received from the Article 12 Group (School Council).
- Pupils' perception of bullying in school through questionnaires/discussions etc.
- The number of days absence which are thought to arise as a consequence of bullying.
- Number of complaints/compliments that we receive from Parent/Carers and feedback from questionnaires.
- From the comments made by visitors and other people connected with the school.