



# **Greenvale School Anti-Bullying Policy**

**Signed: October 2018  
Next Review date: October 2019**

## **Introduction**

- 1.1 Greenvale School is committed to providing a working and learning environment where people can achieve their full potential.
- 1.2 We encourage a respect for everyone in our school and ensure that differences are valued and celebrated. We are committed to the elimination of all forms of bullying and harassment. Whilst recognising that bullying and different forms of harassment exist in all areas of society, we strongly believe that it is the right of every student to learn without fear of bullying, harassment or victimisation. Greenvale School will not tolerate bullying or harassment and any such behaviour will be deemed to be a breach of school policy and rules.
- 1.3 This policy should be read in conjunction with the Behaviour Policy, Safeguarding & Child Protection Policy, E-Safety Policy, Sex & Relationships Policy and Staff Code of Conduct.

## **Consultation**

- 1.4 Students, parents, staff and governors all play a part in the development of this policy. Students regularly discuss health and safety and safeguarding issues including anti-bullying, in the school's School Council and in the PSHE/Citizenship curriculum. Staff routinely review and reflect on behaviour in the school and information from the CPOMS system, behaviour records and whole staff meetings are used to develop and review the policy.
- 1.5 Parents are made aware of the school's policies and have access to the Headteacher or other senior staff in dealing with any bullying issues.

## **Procedure**

1.6 This policy applies to all students and staff at the school and relates to bullying/harassment perpetrated by:

- a student against a student
- a student against a member of staff
- a member of staff against a student

1.7 The aim of the anti-bullying policy is to ensure that students learn and staff work in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed are students and staff be able to fully benefit from the opportunities available in school.

1.9 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Lewisham local authority defines bullying as '*the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim*'.

Bullying can be physical, verbal or indirect and may present itself through:-

- ✓ violent physical attacks, i.e. kicking, biting, scratching, punching, hair pulling etc.
- ✓ threats, teasing,
- ✓ interfering with belongings,
- ✓ prejudice due to sexual orientation and/or gender re-assignment,

- ✓ racially offensive conduct,
- ✓ cyber bullying,
- ✓ ridicule,
- ✓ the invasion of privacy,
- ✓ prejudice due to religion and/or belief,
- ✓ vandalism and intimidation,
- ✓ deliberate name calling,
- ✓ peer on peer abuse,
- ✓ excluding others from games and activities.

Bullying may also be racist, homophobic and/or other sexuality-related, gender-related, disability and special-needs-related.

1.10 Where appropriate, students will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable students who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise.

1.11 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school. Other signs and symptoms may include students showing:

- changes in normal routines or behaviour,
- by their behaviour, they are frightened of others, i.e. defensive behaviour,
- signs of becoming withdrawn, anxious, or lacking in confidence,
- stammering or other communication problems
- poor sleeping patterns,
- illness in the morning,
- deterioration in school work,
- unexplained cuts and bruises,
- aggression, disruptive or unreasonable behaviour

1.12 School staff are made aware of the need to observe students when in class, during lessons, break times and in the playground. Any member of staff who observes any bullying should try to deal with it immediately (if appropriate) and refer the incident to the class teacher of both students involved. The teacher will then decide the best method of dealing with the problem and discuss with members of the Senior Leadership Team if necessary.

1.13 Wherever appropriate, students should be encouraged and given the opportunities and support to report bullying in school

## **2. Statutory duty of schools**

2.1 Head teachers have a legal duty under the School Standards and Framework Act 1998 and Education & Inspections Act 2006 (sec 89) to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students. The Equality Act 2010 legally protects people from discrimination of any sort.

### **3. Implementation**

3.1 All students and staff can help to:

- prevent harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- discourage harassment by others through making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment

3.2 Students who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a learning mentor or member of staff of their choice; given re-assurance and continuous support. Parents will be informed.

3.3 Students who have bullied will be helped by discussing what happened and discovering why the student became involved. Parents will be informed.

3.4 Disciplinary steps may be taken in line with our Behaviour Policy and only in extreme cases will exclusion of any kind be considered.

3.5 Within the curriculum the school will raise the awareness of the nature of bullying in PSHE and assemblies. Differentiated learning approaches teach the students (as far as is possible in the context of the students' complex needs) to have respect for each other, to be aware of other people's needs and to find a trusted adult who will help them with any personal problems.

3.6 Some staff have trained in 'restorative justice' and occasionally this method is used to resolve 'low-level annoyance' issues that may arise between students.

3.7 Where incidents are considered to be serious, parents will be asked to be involved in the subsequent action and restoration process, if this is considered to promote consistency and eliminate the possibility of reoccurrence.

3.8 Due to the nature of the student's complex needs, incidents of students bullying or harassing staff are unlikely. Staff who consider they have been bullied by a student should talk to a member of the senior leadership team or the Headteacher.

### **4. Monitoring, evaluation and review**

4.1 The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Signed

Dated