



Griffin Primary School

Anti-bullying Policy



1	Summary	Anti-bullying Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 29.8.24			
8	Version number	4.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Aims and objectives

Griffin Primary School recognises that the health and wellbeing of children is paramount. The school understands how bullying can cause long term distress and lifelong psychological damage. We aim to create a community that is a co-operation in which all partners work together to eradicate bullying. Parents/Carers have an important role in supporting the school in this and to work closely together.

We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to their full potential and learn in a secure environment.

The member of school leadership team responsible for the anti-bullying policy is Louise Pitts. The designated Governor for anti-bullying is Terry Johnson.

This policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Racism Policy, Behaviour Policy, Online Safety Policy and PSHE Policy.

2. Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, transgender, HBT (homophobic, biphobic and transphobic), discrimination, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly, indirectly or through online technology (social websites, mobile phones, text messages, photographs and email). Put another way, bullying is the intentional hurting, harming or humiliating of another person. It may take many forms, including but not limited to:

- Physical - including any threat of or use of violence of any kind, including sexual violence, hitting, kicking, pushing someone around, spitting, fighting, or taking, damaging or hiding someone else's belongings, books, clothes or sports kit or so-called initiation ceremonies or hazing;
- Sexual - harmful written comments or spoken words which draw attention to body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships, or the lack of intimate relationships in an individual's life or other unwanted conduct of a sexual nature such as telling sexual stories, making lewd comments, calling someone sexualised names, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone, interfering with clothes, displaying pictures, photos or drawings of a sexual nature and online sexual harassment which may include non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media, exploitation, coercion and threats and up-skirting;
- Verbal - including online-bullying via email, social media, gaming, and SMS or other instant messages; and emotional/psychological. including by excluding the person, being sarcastic, name-calling, tormenting or spreading malicious rumours in person or by mobile phone texts, emails or social media.



It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. This is peer-on-peer abuse. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim. Bullying can be perpetrated by an adult or a child, and equally a victim of bullying can be an adult or a child.

Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case. A person may be vulnerable to bullying simply because they are new to school and appear to be uncertain or has no friends. They may also become a target because of an irrational decision of a bully.

3. Online bullying

Online bullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyber-bullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a victim who cannot easily defend himself/ herself.

Griffin Primary School acknowledges that online bullying may take place inside school, outside of school and at any time of the day.

Online bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, sexual, discriminatory, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Snapchat, TikTok or YouTube)
- Using e-mail to message others in a threatening or abusive manner
- Hijacking/ cloning e-mail accounts.

The school acknowledges that online bullying may take many different forms including: cyberstalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, upskirting and sexting.

Griffin Primary School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. This is done through the



Computing and PSHE curriculum, assemblies, open-floor classroom discussions and newsletters.

4. Bullying – preventative measures

The role of pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Executive Head, Head of School and Senior Leadership Team and staff in the implementation of the policy;
- will not bully anyone else, or encourage and support bullying by others;
- will tell an adult if they are being bullied, usually either a member of staff or parent;
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

The role of staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. It is essential that staff behaviour provide a positive model for pupils and set standards of respect, tolerance, safety and equity that are conducive to the prevention of bullying.

If a child reports that they are being bullied or if a member of staff is concerned that bullying is taking place, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied. The parents/carers of the victim and the perpetrator will be informed.

All incidents of bullying are recorded on CPOMS. These incidents can be sub-categorised to allow for monitoring of patterns or trends.

In the first instance, we use the school behaviour policy and graded sanctions might be employed. It is essential that responses to bullying are differentiated according to the form and severity of the bullying.

When any bullying has taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and consequences for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.



If a child is involved in bullying repeatedly, we then invite the child's parents/carers in to discuss the situation. In more extreme cases, where assaults have been committed, outside agencies may be contacted. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

A variety of strategies are available to help both the victim and the perpetrator including:

- Restorative approaches
- Circle times
- Check ins
- ELSA sessions
- PSHE lessons
- Cognitive approaches
- Positive debrief
- Involvement of external agencies

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 PSHE curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Friday's assembly is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The school ensures that Anti-bullying week is followed each year and each term bullying is addressed through planned assemblies.

The school has established links with the local policing team who can provide anti-bullying projects to deliver workshops and 1:1 support packages for individual victims or perpetrator. Staff are vigilant in maintaining the good order and physical appearance of the school environment to promote an atmosphere of safety and care.

Information regarding bullying is discussed with relevant staff and appropriate strategies and approaches will be formulated. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures with regard to behaviour management.

The role of parents/carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- keep informed about and fully involved in any aspect of their child's behaviour
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying



- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child
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When a parent/carer has concerns relating to bullying they should report them to a member of the Senior Leadership Team – either the phase Assistant Heads or the Head of School.

The role of the Governors

The Governing body will:

- support the Head of School and the staff in the implementation of this policy;
- be fully informed on matters concerning anti-bullying;
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy;
- appoint a member of the Governing body to have a specific responsibility for bullying.

5. Monitoring and review of incidents

Records of bullying incidents are recorded on CPOMS and Amraz Ali and Louise Pitts will evaluate incidents and monitor patterns and trends. This will include racist incidents.

This policy will be reviewed annually.