

ANTI BULLYING POLICY



THE GRANGE
SCHOOL

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ANTI BULLYING POLICY

POLICY STATEMENT

The Grange School community is based upon mutual respect, good manners and “fair play”. We are committed to providing a safe and caring environment that is free from disruption, unkindness, violence and any form of harassment so that every one of our pupils can develop their full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should be kind, care for and support each other and act according to the school’s published values:



It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular age, nationality or job. In schools in the UK, bullying is thought to affect many thousands of pupils. This School regards bullying as particularly serious and firm action will always be taken against it.

Throughout this policy and its implementation, the School has regard to the Department of Education guidance “Preventing and Tackling Bullying – Advice for Head-Teachers, Staff and Governing Bodies” (updated October 2014), along with the “Keeping Children Safe in Education (September 2023) safeguarding guidelines, the provisions of the Equality Act 2010 and subordinate legislation and the “Prevent Guidance” – section 26 & 29 of the Counter-Terrorism and Security Act 2015.

ANTI BULLYING POLICY



This policy should be read in conjunction with the School's policies on Behaviour and Discipline. The Anti-Bullying Policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

The Grange School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request. It is also available and known to staff across both schools and recently appointed staff.

Bullying is wrong and damages children. It causes fear and distress for the victim and may distract them from school work and, in extreme cases, can lead to suicide. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.

Therefore, The Grange School will not tolerate bullying, harassment, victimisation or discrimination. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

AIMS OF THE POLICY

- Provide pupils with a safe and secure environment within which bullying is not ignored, condoned or tolerated
- Produce a consistent response by the School to any bullying incidents that may take place – there are separate sections contained within this policy that outline the procedural steps taken at the Junior and /or Senior School.
- To set out the measures the School takes to prevent bullying, as well as the procedure for when allegations or incidents occur.

This policy applies in respect of all dealings between members of the School, which in the opinion of the School impact, or may impact, upon their conduct at School or upon the reputation of the School.

OTHER RELEVANT POLICIES

In reading this policy the following documents should also be consulted:

- Exclusion Policy (Junior School and/or Senior School)
- Behaviour and Discipline Policy (Junior School and/or Senior School)
- Complaints Policy
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- ICT Policy (with appendices)
- ICT Pupil Policy
- Welfare and Safeguarding Policy

ANTI BULLYING POLICY



For members of staff, there is more detail on the internal procedures available in the Staff Handbook.

REVIEW DATES AND APPROVAL

This policy is reviewed by the Resources Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: May 2024

Next review: May 2026

Person responsible for review: Deputy Heads (Pastoral)

DEFINITION OF BULLYING

"Bullying may be defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally*". Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating in nature.

Bullying may involve actions or comments that are racist, sexual, sexist or LGBTphobic, which focus on religion, cultural background, disabilities (termed "protected characteristics" under the Equality Act 2010), or physical attributes (such as hair colour or body shape), special educational needs, adoption or because a child is a carer. Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents. Under the Prevent Guidance where bullying of a religious or political protected characteristic is found to have taken place the school is under obligation to refer such matters to the Government's referral programme "Channel" – which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Cyber-bullying may 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." Cyberbullying can involve Social Networking Sites, like Snapchat, Facebook, WhatsApp, Twitter, emails and mobile phones used for text messaging or recording images.

THE SCHOOL'S RESPONSE TO BULLYING

At The Grange School we always treat bullying, including allegations of bullying very seriously, as it conflicts sharply with the school's social and moral principles, as well as policy on equal opportunities. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Serious cases of bullying will be treated as a Safeguarding situation and handled appropriately in line with the schools Child on Child Abuse pathway. See Appendix 1.

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying. It is no justification that the bully says or believes that the victim is not upset or hurt by the bully's actions or words. Consequences of any kind against a pupil are the responsibility of staff, and not pupils.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Mirroring their responsibilities under KCSIE (2023) teachers should show a professional curiosity towards any observed causes for concern to help identify bullying at an earlier stage.

PREVENTATIVE MEASURES

Whole-School approach

All members of the School - and this includes staff, parents and governors, as well as pupils - have a responsibility to show that they believe that any form of bullying is unacceptable, and to set an example which reflects that view. All members of the School should help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action.

From time to time, staff will be reminded of:

- how to detect suspected bullying;
- strategies in the classroom and playground to identify or prevent bullying;
- strategies to deal with alleged or actual bullying;
- strategies to be an active bystander and support victims of bullying;
- working with all parties, including parents; and
- cyber-bullying.
- links between hate and prejudice-based bullying and radicalisation.

ANTI BULLYING POLICY



The School is ready to invest in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and LGBT pupils. The School recognises that pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. By celebrating success the School can create a positive school ethos and help to prevent bullying within its community.

We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with The Grange School:

- All new pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that individuals reporting bullying will not be penalised and will be supported.
- All new members of staff are given guidance on the school's Anti-Bullying Policy and in how to react to allegations of bullying. They are required to read and sign the school's policy as part of their induction. We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other (Further information is available in the PHSE policy).
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place (affecting anyone) so that it can be investigated.
- Senior School students have access to Whisper, an anonymous reporting service so that they can raise concerns.
- All reported concerns are investigated as soon as possible. Actual cases of bullying are recorded and we always monitor such incidents. Records of bullying incidents are kept securely on CPOMS in order that patterns of behaviour can be identified and monitored.
- We have a strong and experienced pastoral team of Tutors, Form Teachers, Year Leads, Key Stage Leaders and other Pastoral Support Staff across both schools who support both the Deputy Heads to deal with any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral teams give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained School Counsellors, and others involved in counselling provision are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns. With consent, this team share concerns with the pastoral teams.

ANTI BULLYING POLICY



- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are alert to inappropriate language or behaviour.
- We encourage close contact between the teachers and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- On Firefly there is a Pastoral section which contains advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans etc.
- We operate a Peer Support Scheme at the Senior School, whereby trained older pupils are encouraged to offer advice and support to younger pupils. A similar arrangement operates at the Junior School called the Buddy Scheme using Year 6 children; each class has either a 'worry monster' or 'worry box' on display and there is a 'worry box' at the end of the Year 5 and 6 corridor that is checked regularly for any posted notes/concerns from children.
- We provide leadership training to our Heads of School and their team of prefects/heads of House/senior pupils which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- In the Junior School, the PSHE course addresses the topics of bullying and 'staying safe in cyberspace'. All Year groups attend workshops that are offered by the Life Education Bus.
- We teach pupils how to constructively manage their relationships with others.
- At the Senior School and Junior School we run a Behaviour Awareness course for students to take part in if they are showing the signs of poor behaviour or unkindness to others. The course is designed to let students see the effects of their actions and to understand the psychology of bullying to avoid a repeated instance.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

In particular, the School makes all pupils aware that expects its members to:

- treat each other with respect and sensitivity;
- think carefully before speaking/acting in ways which may cause argument;
- respect differences and variety (of origin, personality and interests) - remembering that everyone has both rights and duties;
- realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual);
- work together to create a School in which people live harmoniously;
- help protect and build up those who are unhappy or vulnerable;
- make a stand against those who ignore or go against these aims.

CYBERBULLYING - PREVENTATIVE MEASURES

In addition to the preventative measures described above, the school:

- Expects students with school devices to use these for school activities, including at home.
- Mobile phone use is restricted, in line with the school's mobile phone policy. Where a mobile phone is permitted as part of an educational visit, its use is only at the direct request of the member of staff.
- Issues all pupils with their own personal school email address.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Expects all pupils to adhere to Acceptable Use Policy for the safe use of the internet. Certain sites are blocked by our filtering system and our IT team monitors pupils' use.
- May impose consequences for the misuse, or attempted misuse of the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Runs a student led Digital Leaders group who offer support and guidance with online issues delivering workshops and assemblies.
- The use of cameras on mobile phones is not allowed in washing and changing areas.
- The School's Head of IT and E-Learning acts as dedicated E-Safety Officer
- E-Safety workshops for children and parents in Years 5 & 6 to raise awareness of potential cyberbullying risks

PROCEDURES FOR DEALING WITH REPORTED BULLYING

In the event of an observed or reported instance of bullying, the facts will be ascertained from victim(s), perpetrator(s) and witness(es). A record will be made of who was involved, what happened, when and where. This should be recorded on CPOMS, with relevant pastoral teams informed about the case. Such notes can be made confidential and given limited access if appropriate.

The Deputy Heads (for both the Junior and Senior Schools) will monitor the central bullying log and will review it at the end of each term to identify patterns, both in relation to individual pupils and across the school as a whole.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils as these can have an impact upon our community on their return to school.

ANTI BULLYING POLICY



Supporting the Pupil Affected:

It is important that pupils know they have someone to turn to if they feel they are the subject of bullying. While a pupil can inform any member of staff, it is important that any such disclosures are passed on to relevant pastoral team. After disclosure, this pastoral team will should support the student.

In addition to liaison with the pastoral team, the following support may be put in place:

- When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, concerns will be reported to the DSL (Designated Safeguarding Lead) who may decide to take advice from their contact at the Multi Agency Support Team.
- Our trained School Counsellors, and others involved in counselling provision are an important part of our pastoral support service, providing specialist skills of assessment and counselling. On occasion, a member of our pastoral team may refer a pupil to them after an instance of bullying.
- Any issues of racist bullying are dealt with following the same process and we work closely with Flair (external agency) on advice around supporting the victim.
- Any issues of bullying involving LGBT are dealt with following the same process and we work closely with The Proud Trust on advice around supporting the victim.

Liaison with parents

The School will keep parents informed if and when it may be dealing with a significant bullying situation. In the event of an injury or risk, parents will always be informed whilst further investigation is ongoing.

Parents are asked to let any teacher at the School know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others. The School always tries to handle information discreetly and, while it will always follow up such matters, it does not do so without careful consultation first. The School recognises that it is much easier to counter problems at an early stage.

Resolving the incident after an investigation

Once investigated, the School will make every effort to resolve the problem through a restorative approach involving both parties, which will seek to support the victim(s), possibly by developing positive strategies and self-assertion, and change the behaviour of the perpetrator(s). In all cases, parents will be informed and consulted.

As it can be a criminal offence to send electronic communications with the intent to cause distress or anxiety, in such cases the School reserves the right to seek advice from the police.

Consequences

Punishments are not always seen as the best way of dealing with bullying since they can discourage disclosure of a problem by victims or witnesses. Behaviour awareness (including reflection on the situation) is important to reinforce school expectations and restore positive relationships in our community. Parents will be engaged in this process so that they are aware of the impact of the actions and can support work to avoid a repeated occurrence.

The first step for intervention and possible consequence is likely to be with the appropriate member of the pastoral team (referring to the consequence system). The School may, however, choose to apply disciplinary measures in order to show clearly to the school community that such behaviour will not be tolerated.

In the case of a severe or repeated act of bullying, or an act of violence towards another pupil, the School may choose to exclude, suspend or – in the gravest cases – expel the perpetrator. Further support (including counselling) may, however, be given to both parties even after consequences have been applied. The school policies on Behaviour and Discipline set out the procedures for the application of such consequences.

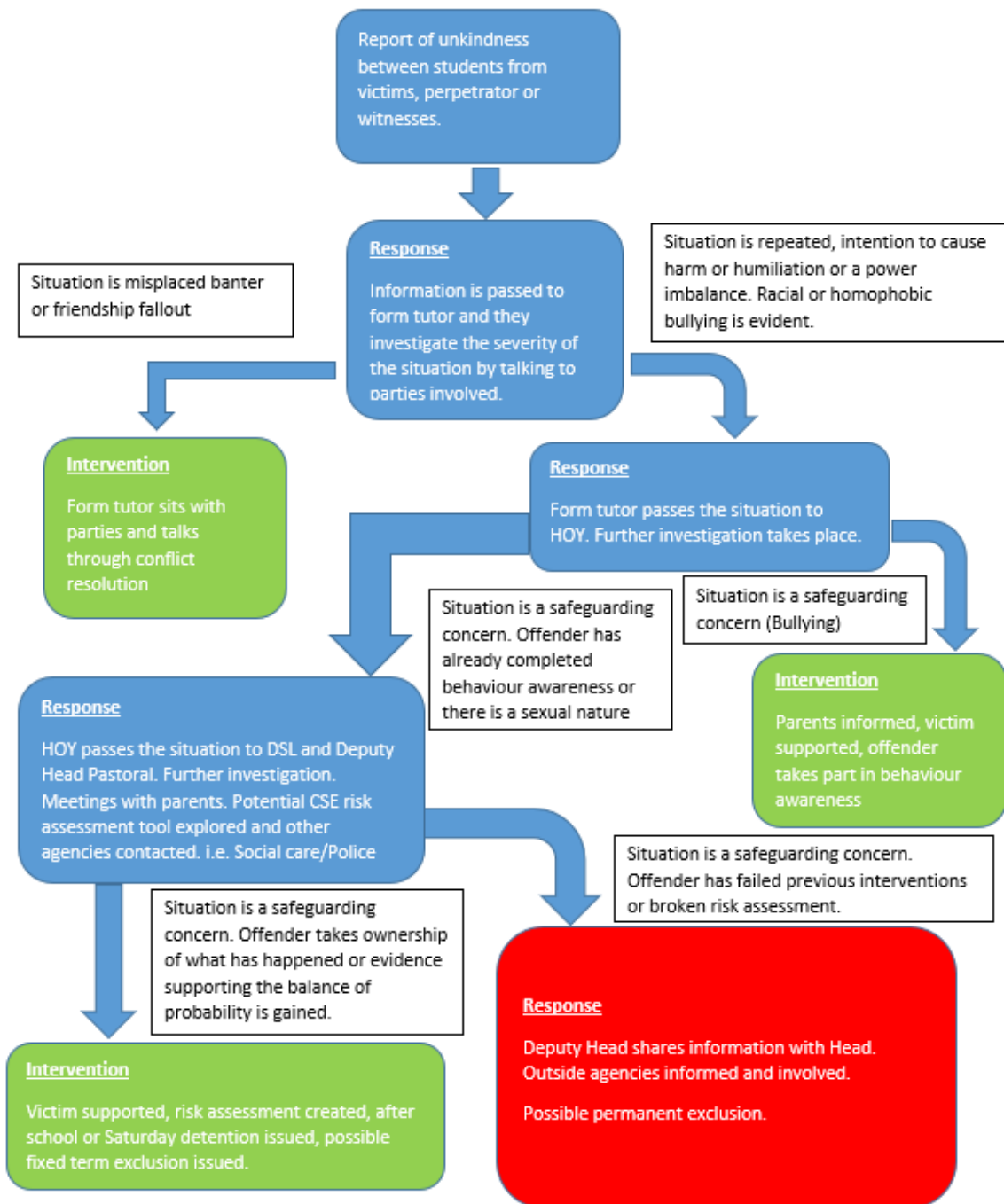
EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity; the Deputy Head Pastoral Care (in close cooperation with the KS1 Leader and Head of EYFS) is in day-to-day charge of the management of behaviour in the EYFS setting.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. There may be occasions when we need to talk to a child about their behaviour. Initially, this would be with the form teacher and if necessary the Deputy Head Pastoral or Head of Junior School would get involved. At all levels the parents would be informed and invited in to school to discuss ways of supporting their child to make the correct choices.

APPENDIX 1

Senior School: Child on Child Abuse Pathway



Tackling Peer on Peer Abuse: Junior School

At The Grange Junior School we promote a positive, supportive learning environment for all our children to enjoy their time at school and meet their potential in every aspect of The Grange life. We do not tolerate peer-on-peer abuse and will act quickly, following the guidelines below to stop and resolve behaviour like this from developing. As a school we promote kindness, respect and a thoughtful attitude towards others and take every opportunity to emphasise, model and reinforce these values.

Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers, regardless of their age though. All staff should be aware of safeguarding issues from peer abuse including but not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery); and
- Initiation

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse

Stopping violence and ensuring immediate physical safety is the first priority of The Grange, but emotional bullying can sometimes be more damaging than physical. All Grange School staff, alongside the Designated Safeguarding Leads, should make their own judgements about each specific case and should use this policy guidance to help.

Points to consider

1. What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, who are learning toileting skills, may show a particular interest in exploration at around this stage. This, however should not be overlooked.

2. Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

3. What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying, for example, in which case regular and repetitive? Is the version of one young person different from another and why?

4. What is each of the children's own understanding of what occurred?



Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

5. Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

The flowchart below provides guidance on actions to be taken where peer-on-peer abuse may have occurred, recognising that our Discipline and Behaviour Policy should also be considered in any decision-making path.

ANTI BULLYING POLICY

