

Anti - Bullying policy

Greenside School



Approved by:

Date:

Last reviewed on: October 2020

Next review due by: October 2023

Contents

1. Introduction	2
2. Legislation and guidance	2
3. What is bullying.....	2
4. Bullying may include	2
5. To consider	3
6. Preventing bullying.....	4
7. Reporting, recording and co-ordination of appropriate action	4

.....

1. Introduction

Greenside School does not tolerate bullying or harassment and recognises the damaging effects of all forms of bullying.

All members of the school community are dedicated to establishing and maintaining an environment in which everyone can learn, develop and enjoy life while feeling safe and secure.

We recognise that many of the learners at Greenside have difficulties with challenging behaviours, which can be directed towards to other students and we are committed to helping with these problems.

2. Legislation and guidance

The following legislation informs this policy:

- Keeping children safe in education: Statutory guidance for schools and colleges (2020)
- The Education Act (2002)
- The Equality Act (2010)
- The Race Relations (Amendment) Act (2000)
- Preventing and tackling bullying: Advice for Heads (DfE 2017)
- A recent change that should be noted:

As a Hertfordshire School we follow guidance and requirements set by the Hertfordshire LA

3. What is bullying

'Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless.'

'Safe to Learn: embedding Anti Bullying work in school' DCSF

At Greenside bullying is seen as a person being deliberately aggressive, habitual, hurtful behaviour causing pain or embarrassment to others.

- It is an abuse of relative power
- It is often repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It can take on many different forms and can be physical, verbal or indirect

- It can be planned and organised or it can happen suddenly and spontaneously
- It can be carried out by individuals or groups

Greenside acknowledges that defining bullying is hard and needs to be reflected on, with each individual case especially given the complex needs of our learners (see section 5)

4. Bullying may include:

- Any form of physical violence such as, hitting, punching, kicking, pushing, spitting
- Making aggressive, intimidating gestures or intruding into someone's personal space
- Interfering with someone's property by stealing, hiding, damaging or destroying it
- Making violent threats, using offensive names or insulting someone or their family
- Telling lies, spreading rumours or making up stories about someone
- Picking on someone or putting them down, belittling their ability and achievements
- Making abusive or degrading remarks about someone's race, culture, religion or social background
- Making sexually suggestive or insulting comments
- Ganging up on someone or hurtfully excluding them from a group or activity
- Ridiculing someone's appearance
- Forcing someone to do anything against their will

5. To consider

The vast majority of young people those assessed as having SLD will have challenges with...

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Many pupils with SLD will have difficulties with...

- Establishing and maintaining effective and meaningful relationships
- Understanding the effect their actions might have upon others

Pupils with Autistic Spectrum Condition (ASC) may have a different perception of the world and its meaning. Their behaviour is a reflection of their difficulties in understanding the complexity of "ordinary life"

- Many will have complex sensory needs
- Many will experience high levels of anxiety
- Most will encounter difficulties understanding and accepting change
- The vast majority will experience problems in meeting and communicating basic needs such as hunger, thirst, pain and discomfort.

These factors contribute to some pupils presenting behaviours that place themselves and others at risk of harm.

Most direct their aggression towards staff. Some are aggressive towards other children. This is not bullying if it is not done with the intention of causing harm to that person in particular – if they are simply the unfortunate recipient of the problems the child is experiencing and expressing at that time.

Bullying implies a degree of forethought, and of malice. It has to be directed deliberately at a

person and with the intent to hurt or harm that person with physical abuse or verbal insult. Some children in the school are capable of doing this. However, the reasons for their doing so are always a part of their learning difficulty, emotional problems or their autism, and so the issues become less clear cut.

Thought does though need to be considered of the impact of 'bullying' behaviour. Although the intention maybe not be directed, it can be perceived as one by the victim. Time needs to be taken to support any person impacted by bullying, or behavior that could be perceived as bullying by others.

Bullying is unacceptable and staff work with these pupils on this aspect of their behaviour alongside all other elements.

6. Preventing bullying

As a school community we will not allow bullying to go unreported.

This requires **staff** to:

- ✓ Be positive models in words and actions at all times
- ✓ Be observant of signs of distress and suspected incidents of bullying
- ✓ Make efforts to discourage bullying by active patrolling during supervision duties
- ✓ Dedicate time and effort across the curriculum to raising the profile of bullying and creating an ethos encouraging open discussion of the issue in the classroom
- ✓ Take steps to help victims and act so as to remove them from further risk
- ✓ Deal with all incidents promptly and according to the policy
- ✓ Make sure that students are aware of the bullying policy
- ✓ Keep parents informed and involved as partners in our anti-bullying efforts
- ✓ Be consistent

This requires **learners** to (when appropriate):

- ✓ Refuse to be involved in any bullying situation
- ✓ Report incidents of bullying to the nearest member of staff,

We believe that, as a first step towards dealing with bullying and violence in our school, we need to cultivate a whole-school atmosphere of mutual tolerance and respect. Respect is just as necessary when students address teachers, and teachers speak to students, as it is when students interact amongst themselves.

7. Reporting, recording and co-ordination of appropriate action

All instances of bullying must be recorded (on CPOMS) therefore enabling the Head, Designated Safeguarding Person team (DSP) and the Behaviour Team to be informed as soon as practically/safely possible if there is substantive risk of the incident occurring again in the short term

After an incident of 'Bullying' has been logged on CPOMS, SLT will investigate and look for defining bullying features in the incident/incidents recorded. From this investigation a plan will be developed to support the bullied and bully

A member of SLT will ensure that all appropriate people (including parents and carers) are informed.

It is the responsibility of the Head to report to the governors and the Local Authority (LA) the

number of incidents of bullying.