



# **Elm Grove Primary School**

## **Anti-Bullying Policy**

**2024**

## **‘Everyone Included, Everyone Valued, Learning and Thriving Together’**

### **Anti-Bullying Procedures**

At Elm Grove we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/ carers. PSHE topics and our Anti-bullying weeks, make clear the definitions of bullying and the systems for reporting and dealing with bullying incidents. Everyone is encouraged to report these incidents, as we believe that all bystanders (pupils, parents and carers and staff), have an obligation to tell us about bullying that they see or hear. We survey our pupils on their views and experiences of bullying by taking part in the citywide Safe & Well School Survey and our own pupil surveys. The data we get allows us to analyse patterns which informs our anti-bullying programme each year.

### **Bullying**

Bullying is defined as behaviour:

- by an individual or group,
- intentionally hurting another individual or group either physically or emotionally.
- repeated over time
- involving a real or perceived power imbalance, making it hard for the other person(s) to defend themselves
- motivated by actual differences, perceived differences or as a result of association with someone else.
- that may happen because someone is feeling sad, angry or powerless themselves

| <b>Bullying can take many forms :</b>                   |   |
|---|---|
| <b>Cyberbullying</b>                                    | Internet, mobile phones, social media   |
| <b>Damage to property</b>                               | Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti   |
| <b>Indirect / social</b>                                | Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures   |
| <b>Physical</b>   | Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.  |
| <b>Possession / distribution of offensive materials</b> | This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature.  |
| <b>Sexual abuse / harassment</b>                        | Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching, sexting |
| <b>Verbal Abuse</b>                                     | Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.  |

### **Prejudice-based incidents:**

The school does not tolerate any form of discrimination. The school celebrates its diverse pupil population. This diversity is not only an important part of our school ethos, it is also respected and given a positive forum in all aspects of school life.

It is therefore important that all members of the school community – staff, pupils, parents, governors – understand the importance of respecting everyone in the school, regardless of sex, race, culture, religion, beliefs, background, class or sexuality. Any behaviour found to undermine these values will be dealt with in the same way as pupils found to be displaying bullying behaviour.

These are one-off incidents which are perceived by the target or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice - driven behaviour that is not targeted at one individual. The impact of this expression of prejudice, whether intentional or not, can be damaging and must therefore be responded to as a prejudice - related incident. In some settings prejudice-based incidents are referred to as 'Hate Incidents'.

Hate Incidents is the term widely used by the Police and other sectors to describe this type of incident. Schools in a pilot preferred the term prejudice-based incidents, but schools should be aware that at their most serious, both bullying behaviour and prejudice-based incidents should be reported to the Police.

Schools have a duty to both respond to and record these incidents to the local authority under Equalities Act 2010.

## **Responding to and Reporting of Bullying and Prejudiced based Incidents**

11.1 We recognise that we cannot eradicate bullying behaviours entirely. Within a school (or work) community, relationships are complex and influenced by a wide range of individual, social and cultural differences. Therefore these relationships will from time to time break down. What we aim to do is to deal with each incident individually and find solutions which work for all involved, as well as enabling us to learn from it for the future.

### **How pupils (or other members of the school community) report bullying behaviour: Pupils should:**

- tell a trusted adult in school as soon as possible
- use class or Head Teacher Bubble Time boards
- tell someone at home who can then contact the school

### **How school staff respond when an incident of bullying behaviour is reported:**

#### **1<sup>st</sup> report of bullying behaviour**

- An SLT (Senior Leadership Team) member first investigates the incidents and records details on CPOMS logging system with the target child
- The SLT member then speaks with the child said to have carried out the bullying behaviour (this will include discussion about the reasons and thinking behind their words and actions and the consequences of these for those affected. Consideration of the impact will be prioritised over that of intent).
- The SLT member gives the appropriate first level sanction (a restorative conversation and time out).
- Class teachers will be informed and the situation will be monitored over the next few weeks by checking in with all involved parties
- All bullying incidents will be logged on CPOMS (SLT members will be responsible for adding the 'bullying' category).

#### **2nd report of bullying behaviour involving the same pupils:**

- Where possible, the same SLT member will continue to deal with the incidents in order to best support the children
- The SLT member will investigate the incident and record details in CPOMS with the target child first.
- The SLT member will then speak with the child said to have carried out the bullying behaviour. (This will include discussion about the reasons and thinking behind their words and actions and the consequences of these for those affected by them. Consideration of the impact will be prioritised over that of intent).
- SLT will meet with both parties and discuss and agree appropriate sanctions for behaviour and inform the relevant staff
- Parents/carers will be informed of the incident and the sanctions
- The situation will be monitored over the next few weeks by checking with everyone involved

#### **If there is a further incident involving the same pupils:**

- The SLT member arranges a meeting with both pupils and both sets of parents/carers to discuss and agree further sanctions. In serious cases, this could include a fixed term exclusion.
- The situation will be monitored over the next few weeks by checking with everyone involved

- If this is unsuccessful and the relationships have broken down, we may consult with other agencies for further support such as the Behaviour Inclusion Learning Team, and CAMHS.

## **Conclusion**

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult is what we are aiming for each and every individual in the school community to achieve.

Written by: Louise Willard  
Updated 2024