
Anti Bullying Policy

Glebe Farm School





Policy name:	GFS Anti Bullying policy
Version:	V1
Date relevant from:	September 2022
Date to be reviewed:	September 2024 <i>This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	GFS Headteacher
Statutory (Y/N):	N
Published on website*:	3C

Policy level**:	3
Relevant to:	All those within the GFS school community
Bodies consulted:	School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	11 th May 2022

Key:

* **Publication on website:**

IFtL website

1	Statutory publication
2	Good practice
3	Not required

School website

A	Statutory publication
B	Good practice
C	Not required

** **Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*



Contents

Glebe Farm School Anti-Bullying Policy	4
1 Philosophy	4
2 Statement of Intent	4
3 Definitions	5
4 Policy Ownership and Responsibilities	5
5 Action to be taken to Combat Bullying Glebe Farm School	6
6 The Role of Children and Young People	6
7 The Role of Parents/Carers	6
8 Evaluation Procedures	7
9 Anti Bullying Procedure	8



Glebe Farm School Anti-Bullying Policy

1 Philosophy

The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

- All bullying is unacceptable, regardless of who bullies are or how it is delivered or what reasons are given to justify bullying actions.
- Glebe Farm recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised. Glebe Farm is committed to combating all bullying behaviour (including peer on peer abuse) in partnership with the relevant agencies.
- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

2 Statement of Intent

The school has five values (see appendix 1), to underpin a culture where bullying is not respected or to tolerate. The objectives in formulating this statement are: -

- To ensure students and parents are aware bullying is an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- Educate our children about the negative impact of, the signs, and signals of peer-on-peer abuse.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying, racist, homophobic and sexually harmful incidents.
- Governors will have oversight of any reported incidents through regular half termly reporting.



3 Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

‘deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves’

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

Physical (examples include, hitting, kicking, theft); Verbal (e.g. racist, homophobic remarks and name calling, including online and cyberbullying); Indirect (e.g. spreading rumours).

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme, significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

Banter – we recognise the importance of not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,

A child is defined as a person under the age of eighteen years in section 105 of the Children Act (1989) .

A young person is defined as a person under the age of 18, but over compulsory school age ie 16, a mature minor.

4 Policy Ownership and Responsibilities

The document is designed to apply to all children, young people and adults receiving services from Glebe Farm School regardless of the circumstances in which these services are offered. The oversight of this policy is the responsibility of the Deputy Headteacher. Although the whole school community has a responsibility to promote a common anti-bullying approach, each group has certain rules:

Governors are expected to ensure the policy is regularly monitored and reviewed. A report is requested and reviewed by Governors every academic year.

Headteacher and SLT are expected to be responsible for implementation of the policy and under the Education and Inspections Act 2006 be responsible for behaviour and discipline.

Staff are expected to provide good role models and positive attitudes, implement behaviour policy, act on all bullying incidents, and attend training & awareness sessions. They are responsible for recording bullying incidents on the behaviour log and to ensure these are actioned. The different type of bullying is also to be recorded for monitoring purposes.

Parents/Carers are expected to be kept informed of their child’s behaviour, to have access to school policies and procedures, to keep school informed of any concerns through the pastoral teams.



5 **Action to be taken to Combat Bullying Glebe Farm School**

Among the activities which the school will establish and maintain in an effort to combat bullying are:

1. Our school values will drive an ethos and culture of respect and tolerance for pupils, staff and community groups.
2. We will establish a non-tolerance culture towards banter through our values, rewards and behaviour policy
3. To display anti-bullying messages, including details for children and young people about who is the “someone to turn to” – should give details for school, local community and National helplines.
4. Address Bullying through the Curriculum via assemblies, Crew time activities, PSHE and SMSC.
5. To be involved in education initiatives that can help challenge bullying e.g. Anti-bullying week, etc.
6. To provide access to appropriate advice and support for both victim and perpetrators eg mentoring, group work, referral to external agencies.
7. To actively engage children and young people in challenging bullying e.g. Peer Support; student leadership body.
8. Engaging Parent/Carer Community in Anti-Bullying awareness and initiatives.
9. Promotion of Anti-Bullying Campaign in local community with group of schools working together with community support and safety groups and partnerships, including the Police.

6 **The Role of Children and Young People**

The Glebe Farm School Anti-Bullying Policy creates a supportive school climate where children, staff and young people understand bullying and expectations. In this regard the children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive Citizenship.

- Report and records all incidents of bullying using the procedures in place in the individual establishment.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Adhere to and promote the aims and objectives of the Anti-bullying policy.
- Refrain always from any behaviour which would constitute bullying or could be construed as bullying behaviour.

7 **The Role of Parents/Carers**

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by explaining to children the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings, they have concerning either victims or perpetrators of bullying sharing concerns as soon as possible not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- Support sanctions and make clear their disapproval of this behaviour.
- Try not automatically dismiss the suggestion their own child could be involved in bullying another child and work positively with school to find resolve and deliver support as required.
- Reinforce the school values; integrity, responsibility, empathy, bravery, and endeavour to support and inclusive culture.

8 Evaluation Procedures

In order to assess the effectiveness of an anti-bullying policy, evaluation needs to take place with regular intervals.

It is vital to stress the importance of Recording Bullying and Reviewing and Evaluating the effectiveness of the policy and to involve staff, parents and pupils/students in the process. The following standards will be used as a means of measuring performance:

- Variation in number of reported incidents, fixed term exclusions (suspensions) and permanent exclusions (expulsions appropriate) over a specific period with record of any increase since first instance.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying. This could be monitored via the Education Welfare Service.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- A pupil questionnaire or similar survey of pupil perception of the efficacy of the school's Anti-bullying policy will be solicited.



9. Anti Bullying Procedure

1. Student reports the bullying incident to a member of staff to deal with
2. Statement taken by member of staff
3. Statements taken from any witnesses and the student accused of bullying

ACTION

Student/s brought together to address the issue - parents carers informed.

OR

Accused student/s spoken to and Reflection issued if required – parents/carers informed

- Bullied student/s (victim) are informed about the actions taken and are asked to report to relevant member of staff if there is a repeat occurrence. They are also offered support from Crew Leaders, Head of Year and Pastoral Team.
- A conflict resolution will be completed as necessary and both the victim(s) and perpetrator(s) will be supported.
- Incident reported and logged on BromCom
- In the event of a second occurrence of sustained, racist or homophobic bullying or other serious incidents of bullying, the school will take appropriate action in line with our behaviour policy, with the highest level of Reflection, possibly resulting in police intervention. The perpetrators will be required to attend anti-bullying workshops to educate their thinking to prevent future reoffending. The victims will be supported, and enhanced risk assessments put in place.

This policy is aligned with IFTL Anti-Bullying Core Values Policy available at www.iftl.co.uk