



EWELL GROVE PRIMARY AND NURSERY SCHOOL

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POLICY STATEMENT

ANTI-BULLYING POLICY

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CONTENTS

| | |
|---|----------|
| INTRODUCTION | 4 |
| PRINCIPLES AND VALUES | 5 |
| POLICY DEVELOPMENT | 6 |
| ROLES AND RESPONSIBILITIES | 6 |
| DEFINITION OF BULLYING | 7 |
| CYBER-BULLYING | 8 |
| CHALLENGING BULLYING | 8 |
| PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING | 9 |

INTRODUCTION

At Ewell Grove we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and achieve more than they thought possible. As part of this aim, we would expect all our children to feel safe in school and/or during any activities relating to the school day. If at any time they did not feel safe, then we would want them to be confident enough to seek support from an adult within our school.

Bullying is a complex anti-social behaviour found in all walks of life, encompassing a wilful, conscious desire to hurt, threaten or frighten the recipient repeatedly. At Ewell Grove bullying is unacceptable and will not be tolerated. Incidents of bullying during the teaching day, or as a result of incidents that have occurred during the school day, must always be acted upon, according to the principles laid down in this policy and within the framework of the whole school behaviour policy.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying for the purpose of this policy can be direct, indirect or virtual (online). It can take place inside or outside of school and is deemed to be between:

- children
- children and adults
- between adults
- individuals or groups

In some cases, forms of bullying could be constituted as illegal and therefore would need to be reported to the police for investigation. As a means of illustration this could include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, upskirting and other illegal photography, emails or text messages
- hate crimes

Hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity.

School staff have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

PRINCIPLES AND VALUES

The school recognises that prevention is better than cure and positive steps are taken through the overall ethos and environment of the school to promote good behaviour, as indicated by this whole school policy. Everyone should be clear that bullying must not be tolerated and staff must be alert to signs of bullying and take firm, and where possible, prompt action. Silence and secrecy nurture bullying and undermine the values of the school.

The purpose of this policy is to:

- have an ethos and understanding in our school that staff must not tolerate bullying in any form
- demonstrate to children that sharing bullying experiences is an effective way forward to solving problems
- create an atmosphere where children feel confident to disclose concerns relating to bullying and believe these will be taken seriously and acted upon appropriately
- promote cooperative behaviour and mutual respect amongst pupils and staff
- create a school environment where children feel physically and emotionally safe
- offer a framework of support for the victim and a programme of behaviour modification for the bully; this will be drawn up in conjunction with school staff and the child's parents
- communicate clearly to parents how bullying is dealt with at Ewell Grove and explain their role and responsibilities within this process
- ensure our curriculum supports the principles and values of this policy.

POLICY DEVELOPMENT

This policy was formulated in consultation with members of staff, governors, parents/carers and children.

The children contribute to the development of the policy through the School Council, curriculum based activities, pupil interviews/questionnaires and assemblies.

Parents/carers are encouraged to contribute through Parent Focus Group meetings or taking part in a written consultation. The policy is available on the school website or in paper format from the School Office.

ROLES AND RESPONSIBILITIES

As there is an expectation that all adults using the school site will model respectful behaviours towards both pupils and adults, most examples in this policy refer to children. However, any incidents of bullying carried out by an adult will be dealt with either through the disciplinary policy for staff or by the headteacher/governors for other adult site users. If we believe any bullying activities carried out by adults are criminal in nature, the school will notify the police.

Headteacher

At Ewell Grove the role of 'Anti-bullying Coordinator' is undertaken by the headteacher (or in their absence by a member of the Strategic Leadership Team) and as such has the following responsibilities:

- policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- implementing the policy and monitoring its effectiveness
- ensuring evaluation takes place and that this informs policy review
- managing bullying incidents
- managing the reporting and recording of bullying incidents
- assessing and coordinating training and support for staff and parents/carers where appropriate
- coordinating strategies for preventing bullying behaviour e.g. making sure sufficient playground activities are made available and ensuring any potential bullying 'hotspots' are actively supervised.

All adult members of the school community

Be aware of, and act within, the school's policy on bullying.

Avoid saying or doing anything which will cause hurt or offence to others.

Report any incidents that cause concern to a member of staff.

Discuss with the school ideas they may have which they think could stop bullying.

Staff

In addition to the above staff are expected to:

- model respectful relationships within school based upon trust and respect, in order that pupils feel their concerns will be taken seriously
- be vigilant and take proactive action if any uncharacteristic changes in a child are observed
- in their duty to be proactive in their approach to recognising signs and incidents of bullying, staff must apply this policy fully and fairly

- support and assistance from a member of the Strategic Leadership Team should be sought in any situation where they are uncertain where the line between assertive behaviour and bullying lies

All staff must be aware of the potential vulnerability a child and/or groups of children face due to a range of circumstances i.e. SEND (Special Educational Needs and Disabilities). In response to this, it can lead the individual or group to become more susceptible to being bullied or indeed from becoming the bully. This policy is therefore based on the principle of restorative justice wherever possible.

Pupils

- be aware of the Golden Rules and begin to understand that bullying, in all forms, is unacceptable
- treat others as they would like to be treated and not say or do anything which could cause hurt or offence
- must be taught to understand that others who become the ‘bystanders’ or ‘accessories’ may be treated with the same severity as the bully themselves; allowing bullying to continue by encouragement is not acceptable.

Governors

The governor nominated with the responsibility for safeguarding works with the headteacher to monitor and evaluate the effectiveness of the above.

DEFINITION OF BULLYING

‘The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.’ *Anti-Bullying Alliance*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate, premeditated intention to hurt (either physically or emotionally).
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

In rare occurrences an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, but otherwise fulfils the above criteria. However, within the context of primary and nursery School, caution must also be exercised as to the nature and maturity of our children; it may not always be possible to categorically identify intention.

We also recognise that all children have different levels of tolerance and some may perceive incidents of poor behaviour, which do not meet the above definition, as bullying. When these incidents result in the feelings listed above, the matter will be taken seriously and the children will still be given help and support; that may include the use of restorative techniques aimed at reestablishing normal relationships between the children involved.

Any incidents of bullying on our school site that relate to Protected Characteristics (as defined within the Equality Act 2010) must always be fully investigated as this could potentially be unlawful and require intervention from other outside agencies e.g. police. If the victim might be in danger, then intervention will always be urgently required and sought.

What does bullying look like?

Bullying can include:

- direct verbal bullying; name calling, taunting, mocking, making offensive comments
- physical bullying; physical assault, upskirting and repeated unwanted touching

- relational bullying; excluding people from groups, gossiping and spreading hurtful and untruthful rumours, taking or damaging belongings, producing offensive graffiti
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
- victimisation based on Protected Characteristics (as defined by the Equality Act 2010)
- bullying related to special educational needs or disabilities
- bullying of young carers or looked after children or otherwise related to home circumstances.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Pupils will be taught that allowing bullying to continue by encouragement is not acceptable and, in some circumstances, will be treated with the same severity as the bully themselves

CYBER-BULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized/confiscated by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized/confiscated and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image (not necessarily involving a child), should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they should bring it to the immediate attention of a member of SLT, who will support them about whether or not it is appropriate to delete or retain the material as evidence of a breach of school discipline.

CHALLENGING BULLYING

There are many reasons for challenging bullying:

The safety and happiness of children – When children's lives are made miserable. They may suffer injury and/or become unhappy about coming to school. Over a period of time they are likely to lose self-confidence and self-esteem. Some may even blame themselves for 'inviting' the bullying behaviour.

Educational Achievement – The unhappiness of bullied children is likely to affect their concentration and therefore their learning. Some children may avoid bullying by avoiding school.

Providing a model of acceptable behaviour – If they observe bullying behaviour going unchallenged, other children may learn that bullying is a quick effective way of getting what they want. Those children being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

To have a reputation as an effective and caring school – We cannot claim with absolute confidence that there is never ‘bullying at Ewell Grove’. Negative behaviour, when observed, will not go unchecked. However, every school and indeed social situation has the potential for some degree of bullying, albeit slight or infrequent. Parents and staff realise this, however a policy which can be actively seen and adhered to throughout the school demonstrates, through theory and practice, our school will respond positively and effectively to bullying.

Bullying can be fuelled by prejudice – As a school community we need to work collectively to create a culture where prejudice and hatred is not accepted. Prejudice can be behaviour that is homophobic, transphobic, racist, targeted at faith, sexist and disablist. This type of behaviour might manifest itself through discriminatory language or behaviour. Whatever the motivation for it prejudicial behaviour and language will always be addressed.

PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

Ewell Grove has a three tiered approach to stopping bullying in the school, based on Prevention, Detection and Response. Coordination of this will be the responsibility of the Headteacher and members of the Strategic Leadership Team.

If events are witnessed that can be dealt with immediately then this should be the case. However if it is difficult to ascertain precisely if ‘bullying’ (as defined in this policy) has taken place or not, then the following steps must be taken:

Prevention:

Ewell Grove promotes a safe school environment through the following strategies:

- valuing relationships - all staff and pupils are expected to show respect, tolerance and trust to each other
- the curriculum – Personal, Social and Health Education (PSHE), Social and Emotional Aspects of Learning (SEAL)
- through the curriculum pupils will learn about building positive relationships, conflict resolution skills and emotional health and well-being
- the school staff will promote the Anti-bullying message in assemblies and class circle time
- pupils and parents must feel safe and confident to inform staff and know that matters will be treated confidentially.

Detection:

All reports of bullying, no matter how apparently trivial, will be investigated and dealt with by class teachers and recorded on the class record (ABC sheet). In this way pupils will gain confidence in telling an adult. This confidence factor is of vital importance.

Serious cases of bullying will be referred immediately to the headteacher or member of the Strategic Leadership Team.

If it is established that systematic or serious bullying has taken place, parents/carers of victims and bullies will be contacted by the headteacher or deputy headteacher/SENCO so that they have an opportunity to discuss what has happened. This will put them in a position to help and support their child.

Response:

When identifying incidents of potential bullying, teachers will seek answers to questions of: what, where, when, who and why?

If a group is involved, each member will be spoken to separately. Other pupils may also be spoken to in order to get a clearer picture.

Written records (signed and dated) must be kept and passed onto the Heateacher or member of the Strategic Leadership Team that is investigating the matter.

Where appropriate, separate meetings will be arranged with the parents/carers of both parties, to explain the actions being taken and to discuss ways in which they can help or support the school's actions.

If required, separate follow-up meetings with both parties will also be arranged.

Both the 'victim' and 'aggressor' will be supported; the 'victim' will receive support in order to deal with their feelings and the 'aggressor' in order to change this type of behaviour and prevent further incidents occurring. NB this may include a referral to an outside agency or the use of restorative techniques aimed at reestablishing normal relationships between the children involved.

If it is deemed that the law has been broken by a hate crime taking place, then the school will have a duty to pass this information onto the police; this will not require the consent.

Bullying another child could result in any of the following sanctions being taken:

- an apology, either verbally or written, presented personally to the child who has been bullied
- official warnings to cease offending
- exclusion from certain areas of school premises
- fixed term exclusion
- permanent exclusion.

Parents of all concerned will always be contacted where there is enough evidence to substantiate a cause for concern. They may also be contacted to help to pre-empt a potential situation occurring.

Responding to Parents Concerns

If parents are concerned about an incident at school they should:

- talk to their child's class teacher
- allow staff time to investigate and, if necessary, take appropriate action, then feedback to the parents/Carers
- Agree to review the situation within a stated period of time.

Monitoring and Review

Incidents of bullying will be monitored and reported to the Governing Board.