



# GLENWOOD SECONDARY SCHOOL EMSWORTH

## ANTI-BULLYING POLICY

<b>Reviewed</b>	October 2018
<b>Responsibility for Review</b>	Head Teacher
<b>Next Review</b>	October 2019
<b>Approval</b>	Head Teacher (notify FGB)

### STATEMENT OF INTENT

Glenwood School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### What Is Bullying?

Research suggests there are five components to 'true' bullying. The first three components are shared with general aggressive behaviour:

**Intention to harm:** bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a good-natured way is not bullying, but a person teasing another to upset them is bullying.

**Harmful outcome:** one or more persons are hurt physically or emotionally.

**Direct or indirect acts:** bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

However, bullying also has two further characteristics that set it apart from other aggressive behaviours:

**Repetition:** bullying involves repeated acts of aggression: an isolated aggressive act, like a fight, is not bullying.

**Unequal Power:** bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.  
(Source: [www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform))

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

- Cyber All areas of internet, such as email, social networking and internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is.
- All governors and teaching and non-teaching staff to know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents to know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents to know that the school takes the issue of bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To encourage, achieve and maintain a school community where bullying is not tolerated.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling or frightened to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Prevention**

We will seek to foster an anti-bullying culture in the school community and help children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- focus days
- pastoral support; group or individual
- use of social stories

## **Procedures**

- All pupils are requested to report suspected bullying incidents to staff
- All reported cases of bullying will be recorded by staff
- In serious cases or cases of sustained bullying parents will be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- Attempt(s) are to be made to help the bully (bullies) change their behaviour

## **Outcomes**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled using a range of techniques including Restorative Justice
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Monitoring & Reviewing**

- This policy shall be subject to biennial review by pupils, staff and governors
- The Deputy Headteacher with responsibility for pupil welfare shall include an annual report as to the efficacy of this policy. The report is to comment upon:
  - 1) The number and nature of all reported instances of bullying
  - 2) The views of pupils, staff and as far as possible parents
  - 3) The overall effectiveness of the policy with any recommendations for change