



Greater Grace School of Christian Education

Anti-Bullying Policy

Introduction

This procedure describes the Bullying Management Policy for Greater Grace School. It should be read alongside the Safeguarding and Child Protection Policy, the Motivation and Behaviour Management Policy which includes our Student Code of Conduct, and our Exclusions Policy.

Bullying is entirely opposed to our values and principles at Greater Grace School. We are completely against bullying and will not tolerate it.

Aim

To ensure that students learn in a supportive, safe and caring environment without fear of being bullied.

Statutory Duty

Head teachers have a legal duty under the Education (Independent School Standards) (England) Regulations 2003 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents, and students.

We teach the pupils to respect authority as given by God to parents, teachers and others in the School and Church communities; thereby developing a code of respect for every individual. There are firm boundaries and high expectations regarding behaviour and positive encouragement and rewards for those who follow them. We work to maintain fair discipline throughout the School with a clear code of conduct that all staff and parents uphold.

When children behave in an unacceptable manner, their behaviour will be discussed so that they can understand what is expected and why, and make better behaviour choices in future. It will always be made clear that although the behaviour is wrong, the child is still accepted and loved. The individual child's level of maturity and understanding will be considered when dealing with any behavioural problems and taking appropriate disciplinary action according to the five stages outlined in our Behaviour Management Policy. However, since bullying, whether intentional or not, has such an impact on the victim as well as the bully, we will endeavour to challenge any bullying behaviour effectively to bring it swiftly to an end, and in doing so, to help both the victim and the bully.

Students have a right to learn without the fear of bullying and distress; therefore, we will not tolerate bullying behaviour. The needs of the victim are of the utmost importance, and anyone who feels bullied will be listened to and taken seriously. All reported incidents will be carefully investigated and dealt with appropriately.

More serious offences will be recorded on an Incident Report Form detailing the reason for disciplinary action being taken and the actual action taken. We will monitor and review each situation according to the nature or seriousness of the situation. Repeated offences of this nature will result in a fixed term or permanent exclusion according to stages 3-5 of our Behaviour Management Policy and our Exclusions Policy.

DEFINITION OF BULLYING FOR THE PURPOSES OF THIS POLICY:

Bullying is defined as hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The relationship often involves an imbalance of power where there is abuse of that power. All repetitive behaviour that has a harmful effect on another person should be investigated even if the initiator is not considered to be a bully as the repetition is deliberate even if it is not their intention to cause harm. It may be carried out by individuals or by groups. The main types of bullying are:

- Physical (hitting; kicking, pushing, spitting, or stealing, hiding or damaging someone's property)
- Verbal (offensive name calling, unkind teasing, racist remarks, threats)
- Belittling someone's abilities or achievements
- Ridiculing someone's appearance, way of speaking or personal mannerisms
- Writing offensive notes or graffiti
- Indirect (excluding someone from groups or activities, spreading rumours about them or their family)
- Cyberbullying (misusing technology such as the internet or mobile phones to hurt or humiliate)
- Prejudice-based or Discriminatory bullying
- Hate – see Appendix 1

Damage

Apart from any physical injury, the emotional distress can jeopardise achievement. Also changes in behaviour can result:

- Becoming shy and nervous
- Feigning illness to avoid to school
- Lateness
- Unauthorised absence from school
- Attempted suicide (extreme cases)

A third of all girls and a quarter of all boys are afraid to go to school at one time because of bullying.

Watchfulness

Supervisors, ancillary staff and parents must be alert for signs of bullying and must act promptly against it.

The Incident

Bullying suspected, reported, or observed, must be dealt with promptly, in the first instance by the Supervisor to "nip it in the bud". The Head teacher must be kept informed of the progress. If it continues, or the situation is more serious, the Head teacher must ensure that further action is taken swiftly.

Investigation

The Head teacher (or someone designated by him/her) will investigate the incident, interview all involved, record details on an Incident Report Form, and inform the Chair of Trustees. The parents of the students involved will be kept informed.

The Victim

The victim will be supported by:

- The offer of an opportunity to discuss the incident with a member of staff
- Reassurance that further bullying will not be tolerated
- Being given ongoing support and encouragement

The Bully

The bully will be helped by:

- Discussing what has happened with the Head teacher or designated supervisor
- Discovering why the student has become involved and why bullying took place
- Establishing that wrong-doing has occurred, and there is need to change
- Informing the parents to assist change in attitude and conduct of their child
- Giving the bully reassurance that the staff love and support him/her
- Offering opportunities to talk about any underlying personal problems
- The bully will also be helped by loving discipline (see below)

Discipline

Depending on severity and frequency of offence, the following steps will be taken according to the Behaviour Management Policy. The decision rests with the head teacher, in consultation with the Chair of Trustees when appropriate:

- Official warning to cease offending
- Invoking of the school disciplinary procedures such as detention or after-school detention
- Fixed term or permanent exclusion from school

If necessary, steps must be taken for protection of vulnerable students

MONITOR AND REVIEW

The policy will be monitored and reviewed annually by the Trustees, and parent views will be taken into consideration if changes are necessary.

Policy v6 Adopted by Trustees in March 2019

Policy Last Reviewed in 20 September 2021

Policy Due for Review by 30 October 2023

HATE INCIDENT AND HATE CRIME

DEFINITIONS

A hate incident is legally defined as:

“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”

Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability / SEN, gender identity. Hate incidents can consist of: verbal abuse or insults such as detrimental comments, abusive language and “jokes” relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

A hate crime is legally defined as:

“any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate”

(ACPO 2005 definition).

HATE INCIDENTS AND BULLYING

Bullying is defined as:

“the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”

Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can include: verbal bullying for example name calling, unkind teasing, threatening; physical for example hitting, punching, kicking, inappropriate touching; relational bullying for example ignoring, leaving out, spreading rumours; indirect bullying, for example stealing, damaging belongings, targeted graffiti; cyber bullying, for example, sending abusive texts or emails.

HATE INCIDENT CATEGORIES

Ethnicity / race. Any incident which is perceived to be racist by the victim or any other person based on ethnic origin, skin colour, nationality, culture, language, real or perceived racism.

Religion / belief. Any incident which is perceived to be based on prejudice towards or hatred of the religion / belief of the victim or so perceived by the victim or any other person. For example, beliefs, faith, lack of faith, real or perceived.

Disability / SEN. Any incident motivated by the offender’s prejudice against people because of their disability or so perceived by the victim or any other person. For example, real or perceived disability, special needs, gifted or talented, health conditions, or association with someone in those categories.

Sexual orientation / homophobic. Any incident that is perceived by the victim, or any other person, to be motivated by a prejudice based on another person's sexuality, or perceived sexuality. For example, related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.

Gender identity / transphobic. Any incident which is perceived to be based on prejudice towards or hatred of the victim because of that person's gender identity or so perceived by the victim or any other person. For example, any incident that demeans, intimidates or harms another person because of their gender identity. Transgender, perceived to be transgender, or someone who does not fit with gender norms or stereotypes, or who has a transgender family member.

Hate. Hate is a strong word, used to reflect the way that hate motivated incidents can contain a message that communicates to entire groups of people that they are unwelcome and unworthy of social respect. Children and young people should understand the impact hate-motivated incidents can have upon both individuals and the broader community.

REPORTING

Hate crime should be reported directly to the police. The underpinning rationale behind any hate incident is perception. It is the perception of the victim or any other person, such as a witness, that is the determining factor.

You will need to have the following information:

Incident date

Where: in school, out of school?

Incident type: ethnicity/race, religion/belief, disability/SEN, sexual orientation/homophobic, gender identity/transphobic, or other?

Incident category: cyber bullying, physical, verbal, or emotional, or combined. If so, please note all categories, and designate primary category where possible.

What happened: A brief description is fine, try to keep within one paragraph.

Is this a persistent incident: yes or no?

Action taken in support of victim(s): DSL, involve parent, Restorative conversation, involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

Action taken in support of perpetrator(s): DSL, involve parent, Restorative conversation, involve police, Targeted behaviour support worker, Targeted provision, Involve cluster targeted services, Other?

Reported by: staff member, peer, parent and carer, member of the public, police, or other?

Staff member responsible: who is the member of staff who is responsible for resolving this incident?