

**Glebedale School**

**Anti-Bullying Policy**

Last Review: Jan 2025

Next Review: Jan 2026

  

**Anti-bullying Policy**

This policy seeks to identify bullying and to set out how we can practically manage it across

our school community.

It is appropriate that all members of the school are conscious of bullying, and demonstrate

awareness that it should not be tolerated under any guise. Initial training at the launch of

the policy should be compulsory for all staff members, and regular revisits will be made to

raise awareness of bullying.

To actively raise awareness of bullying and oppose it in all its forms, it is appropriate to

promote 'Good Behaviour' from all staff, learners and visitors. This is achieved through: -

• Consistent models of good behaviour from staff demonstrating; acceptance of peers,

learners and visitors, and listening to their points of view; courteousness; sharing

and turn taking.

• Celebrating all achievements however small, considering that achievements

are not only academic but can be an act of kindness or good behaviour.

• Staff demonstrating mutual support and understanding.

• Intolerance of taunts or negative behaviours relating to race, sex and gender,

sexuality and age.

• Clearly defined rules relating to the schools aims in relation to behaviour, rewards

for positive behaviour and sanctions for negative behaviours. (See Policy for

Behaviour)

According to Tattum and Lane (1989) Bullying is;

'A wilful, conscious desire to hurt another or put him under stress'.

Bullying can be conducted by individuals or groups and can take the form of physical

violence, verbal abuse, psychological stress or a combination of all of these forms. It is

usually focused upon an individual having intention to cause harm and distress. Bullying can

be:-

• Physical e.g. hitting, kicking, taking belongings.

• Verbal e.g. verbal taunts and name calling, making insulting and offensive remarks

and suggestions.

• Indirect e.g. malicious gossip, exclusion from social groups, being made the subject

of ridicule, for example through invention of untrue stories.

Specifically, bullies commonly take opportunities to distress and harm individuals through

the following forms of bullying classifications (these categories are neither exhaustive nor definitive).

**Racist Bullying** The person/child is targeted for being a member of a group within society.

Racist bullying can consist of verbal abuse e.g. name calling, racist comments, jokes,

offensive mimicry and physical attacks.

**Sexual Bullying** This form of bullying can affect males and females and can include abusive

name calling, comments about appearance, homophobic taunts and inappropriate and

uninvited touching.

**Disability Bullying** People with a variety of disabilities can find themselves bullied because

of the nature of their disability. Bullying within this category can present itself as mimicry,

name calling and inappropriate joking. It is important that staff give clear messages that

such behaviour will not be tolerated.

**Cyber Bullying** This can be defined as the use of Information and Communications

Technology (ICT) - particularly mobile phones and the internet - deliberately to upset

someone else. It can be an extension of face-to- face bullying, with technology providing the

bully with another route to harass their target. However, it differs in several significant

ways from other kinds of bullying because of the invasion of home and personal space, the

difficulty in controlling electronically circulated messages, the size of the audience,

perceived anonymity and the profile of the person doing the bullying and their target.

**Prejudice-Based Bullying** behaviour may be a result of prejudice that relates to perceived or actual differences. Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Respect for All states: *‘Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.’*

As a school we need to differentiate between learners’ behaviours that result from, or are

associated, with their SEN and those that can be described as bullying. In order to be

classified as bullying the behaviour should have the following characteristics; directed,

intentional, wilful and be aimed at causing hurt or putting the person /child under stress.

**General Principles for Managing Incidents of Bullying**

• Always act on suspected bullying as ignoring could lead to unnecessary distress and

harm.

• Be objective when dealing with any evidence, don't make premature assumptions.

• Listen carefully to all accounts – try to get as full a picture as possible before making

any judgement. However, delays can cause distress and can give an impression that

such behaviour is acceptable. Accounts from a number of learners saying the same

thing does not assure accuracy.

• Adopt a problem-solving approach, taking objective evidence from learners and

working towards a resolve.

• Monitor and review the situation ensuring that the instance of bullying has not

reoccurred.

**Reporting**

All suspected or actual bullying should be reported on the school’s web-based recording system and SLT made aware. The Pastoral Team will manage and monitor the school’s bullying log. The school’s responses to incidences of bullying will be varied and tailored to meet the needs of both the incident and individuals.

**Curriculum Approaches**

We take a proactive approach with cyber bullying ensuring pupils do not have unsupervised

access to the internet – and no access at all to social networking sites - while in school.

Meanwhile, through ICT lessons, they are taught how to use the internet safely and alerted

to some of the issues around cyber bullying. Issues around bullying can be highlighted and

taught through a variety of planned opportunities in the school year, incorporating them

into the PSHE /Citizenship curriculum.

Areas covered include: -

• Identifying what bullying is and the existence of the anti-bullying policy.

• Identifying the rights of a victim and what to do if bullying takes place.

• Teaching about forming and maintaining healthy relationships.

• Why people become bullies.

• How bullying affects others.

• How to prevent bullying

The DfE document, 'Bullying: Don't Suffer in Silence' outlines key strategies for

counteracting bullying. A copy of this document can be accessed on the internet

The document includes the use of: - Group work, circle time, circle of friends, befriending,

mediation by adults, mediation by peers, active listening and counselling based practice.

**Persistent Bullying**

Where bullying continues after measures and strategies have been applied, or it is felt that

tougher measures are needed the following may be considered:-

• Changes to timetable/Staffing

• Application of appropriate sanctions identified in the Behaviour Policy, including

withdrawal of break and lunchtime privileges removal from any outside activities

that are not essential to the curriculum.

**Supporting the Victim of Bullying**

It is imperative that the victim is support throughout any instance of bullying, this may

consist of: -

• Active listening

• Advice

• Assertive training

• Having a named person/learner for support

**Monitoring**

Monitoring, after any incident of bullying, should be a systematic set of routines to establish

that the problem has been conquered and that possibility of reoccurrence is minimised.

The Pastoral Manager will work with identified Tutors to monitor progress. Ensuring that

both the victim and the perpetrator of the bullying are aware that monitoring and review

will be conducted, thus reducing reoccurrence.

We will:

* Monitor ongoing reports to identify any re-occurrence or patterns.
* Regularly revisit expectations with staff and outline new documentation and/or strategies.
* Ensure new staff will receive training related to the anti-bullying policy as part of their induction to
* the school.
* Share with staff relevant individual pupil information to assist them with identification/prevention of further incidents.

**Evaluation**

The effectiveness of the policy to combat bullying should be evaluated on an annual basis.

This evaluation should inform updates and amendments of the policy.

Consultation with staff, learners and their families via questionnaire will be completed and

any issues or concerns raised responded to.

By raising awareness, everyone involved in the immediate and wider communities of the

school will understand and share knowledge relating to expectations and the school’s

intolerance of bullying. This will, in turn, increase learners understanding and make them more likely to feel comfortable to report incidents.

**We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world**