Greenholm Primary
Greenholm Road
Great Barr
Birmingham
B44 8HS
0121 464 6321

Greenholm Primary School

Anti-Bullying Policy

Overarching statement

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports everyone learning. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty

At Greenholm School we define bullying as:-

A deliberately hurtful behaviour, which is repeated over a period of time, which then results in the persistent and on-going persecution of an individual or others, by an individual or a group.

We recognise that bullying exists and that the main issue is of control and power of the group being persecuted, and that those being bullied are unable, unwilling and reluctant to resolve or defend themselves. All incidences of bullying are dealt with promptly, but there must be a distinction between bullying and the normal 'falling out' which occurs between all children and is part of how children learn to mix and react with the whole range of personalities they will meet as they go through life.

Aims

We aim to provide a safe and secure environment for all children to develop their full potential.
We aim to support all the children in our care and as such make every attempt to address issues that are of concern to all our pupils.
We recognise that there are always victims in situations where bullying has occurred, and seek to support all the victims and those who are bullying.
We take time to listen and observe children in a number of ways in order to support them within all social situations.

Bullying can take many forms but the most usual are:

Physical intimidation and abuse
Verbal intimidation and abuse
Racial Abuse
Exclusion from a group
Coercion
Extortion
Threats

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Strong identity within social groups and/or Ganging up
Indirect intimidation/peer pressure
Cyber bullying
Peer on peer abuse
Our job is to support pupils experiencing any type of bullying both in and out of school.

Bullying exists in all walks of life and it is essential that we share a common language in order to address it effectively.

In order to achieve this: -

- Make our collective presence felt around the school building so that children and others can speak to us
- We seek to always be accessible to parents to discuss any issues or concerns
- We speak regularly to children in assemblies, collective worship and throughout the day informally on matters associated with behaviour, concerns or worries.
- We plan for opportunities throughout the day to engage children in 'chat' so that they are comfortable and secure in talking to as many different adults as is possible.
- We use Achievers tools and PSHRE as a tool to explore issues associated with behaviours, relationships and 'growing up'. This also includes the development of emotional language, co-operation and problem solving.
- Ensure the curriculum both explicit and hidden teaches skills so that children can recognise and support themselves in difficult situations.

When children are being bullied, both the victim and the persecutor have needs, which must be, and are, addressed.
Bullies do not necessarily fall into any particular category but there is usually evidence of more than one of the following characteristics:

- Low self esteem
- Poor self-control
- Lack of empathy with others
- Lack of feelings of guilt
- Seek to control and have power over others.
- Poor communication skills
- Aggressive attitudes

Victims

- New to a class
- Different in appearance, speech or background from the majority.
- Nervous or anxious
- Likely to have low self esteem
- Liable to lose control and have temper tantrums etc and be a source of entertainment to individuals or groups.

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Adult intervention CAN and DOES make a difference. It is school policy to intervene in all situations that we are aware of.

Procedures for dealing with bullying.

1. We openly acknowledge the existence of bullying
2. We always investigate all situations that are of concern to children, ensuring that both sides are listened to and recorded.
3. Matters are dealt with on an individual basis, as different needs of children need to be recognised and met.
4. Each party has responsibilities to others in order that we can deal effectively and quickly to resolve situations.
5. All incidents are logged on CPOMs so any developing patterns can be monitored to prevent or minimise incidents of bullying.

CHILDREN'S RESPONSIBILITY

- If children feel that they are being bullied, they MUST report it to an adult within the school immediately so that this can be investigated.
- The children must give as many details as possible.
- The children must be fair and honest in reporting situation.
- The children must recognise that the current incident will be resolved and they will be informed of information relating to themselves. But, confidentiality will be maintained for all involved.
- Children who may not directly involved in bullying, or an incident that causes harm, need to report what they know to an adult.

STAFF RESPONSIBILITES

- To build positive, trusting relationships.
- All staff have a responsibility to listen to and take any incident reported seriously. If the incident involves a member of staff as the alleged bully, this must be bought to the attention of the SMT. (See Whistle blowing policy)
- Staff must deal with all the children involved and work towards finding a resolution, which is suitable for the incident.
- They must inform a senior member of staff if the incident is serious or if it is an ongoing occurrence.
- They must ensure that records and details are kept for future reference with the actions that occurred as a result for the investigation. (All incidents to be recorded on CPOMS).
- Staff must discuss with the children involved the appropriateness of the behaviours and why some of their behaviour has been unacceptable.
- If the incident is of a serious nature, parents must be informed.
- Staff are proactive in looking for and identifying changes in children's behaviour which may be a result of bullying. (See Behaviour Policy and Child Protection Policy.)

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- Be mindful of own reactions to children's comments, sarcasm etc
- Have good communication links with parents
- Teach children's strategies and create a no to bullying climate.

We recognise that staff can need support themselves in dealing with difficult situations.

PARENTS RESPONSIBILITY.

- Communicate with staff any concerns as soon as they become aware of them.
- To understand the schools definition of bullying
- To work with the school to empower the children to deal with issues.

Racial, Sexual and Homophobic Abuse

We recognise that communities and different cultures use language differently and children may not understand the meanings of words they use. It is our responsibility to discuss and share language contexts so that children are clear about the different connotations within social contexts.

Where racial, homophobic and sexist abuse does occur, it is essential that all incidents of this nature are logged and that children understand what they have said and why it is inappropriate.

It may be a statement made by a child without 'thinking' but where this is the case the child needs to be spoken to about the implications of using insults of this nature.

Where the insults are forming a pattern then the children involved will be dealt with and parents contacted.

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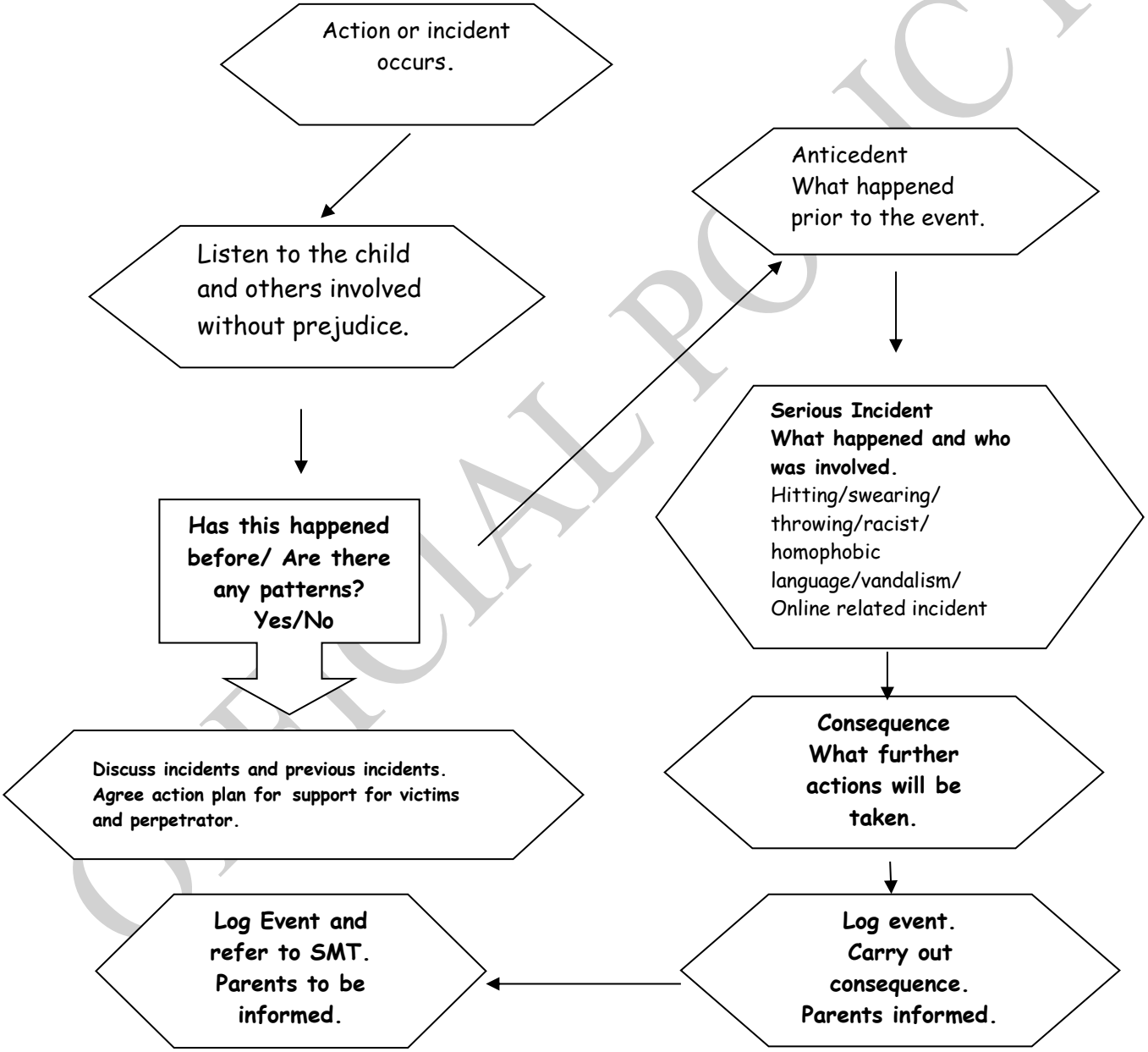
Procedures and Strategies for dealing with incidence of a bullying nature.

Teachers should always ensure that any concern raised by a child is listened to.
A statement must be recorded in the class incident log and must outline the events leading up to the incident and those involved, the incident itself and how it has been dealt with and further action.



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