



**Greenway Primary
& Nursery School**

ANTI-BULLYING POLICY

Date of Approval: 6 July 2022

Date of Next Scheduled Review: Summer term 2023

APPLICATION

Status

All schools are required to have a Behaviour Policy and to have measures in place (either within that policy or, as Greenway has, within a separate policy) to prevent all forms of bullying amongst pupils. Bullying is identified as 'significant anti-social behaviour' in Greenway's Behaviour Policy.

Scope

This policy applies to all Greenway pupils whenever they are at school. It also applies to pupils on the way to and from school.

Bullying may also happen away from any school setting, for example at a club or activity. Greenway is concerned with its pupils' conduct and welfare outside, as well as inside, school and so to the extent to which it is reasonable, this policy applies to all instances of bullying that involve a Greenway pupil(s) as reported to school staff, regardless of where the incident takes place.

All instances of bullying that are reported to school staff will be investigated and acted upon.

Relationship to Other Policies

This policy is a supplement to the Behaviour Policy and deals specifically with bullying. When considering bullying, the two documents should always be read in conjunction with one another.

This policy is also linked to our Child Protection Policy, Safeguarding Policy, Equality Policy, Online Safety & Data Security Policy, SEND Policy, Staff Code of Conduct and to our Home School Agreements.

Specifically when an incident relates to cyber bullying, reference must be made to the Online Safety & Data Security Policy and in particular to Appendix G, Guidance on the process for responding to cyber bullying incidents.

Specifically when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm', a bullying incident should be addressed as a Child Protection concern under the Children Act 1989. In such instances, staff must discuss the issue with the school's designated safeguarding lead (DSL) who may then report their concerns to the local authority.

Whether deemed a Child Protection concern or not, school can seek, as it determines appropriate, external support to assist with a child who is experiencing bullying or to assist with a child who is engaging in bullying.

Equality Impact

As set out in Greenway's Behaviour Policy, this school responds appropriately in meeting its duty to eliminate unfair discrimination, to advance equality of opportunity, and to foster good relations.

Specifically in respect of this policy, Greenway acknowledges that children with protected characteristics (especially the disabled) plus those who are 'looked after', who travel or who take frequent or long absences due to illness or health issues, are most vulnerable to becoming a target for bullying.

INTRODUCTION

Purpose and Principles

As identified in our Behaviour Policy, Greenway is committed to providing a consistently safe, positive, stimulating, rewarding and happy environment in which *every* child has the opportunity to meet the Vision that the school has for its pupils. Bullying behaviour puts this at risk and can have a devastating and lasting impact if the behaviours are not challenged and changed. For that reason, we believe that there is no place for bullying behaviour at Greenway.

We work hard to build an environment where pupils see the value of one another; where they understand both what is achieved when individual self-esteem is maintained, as well as what harm can be caused when it is not. We believe that bullying is a behaviour choice and we have a range of strategies in place to help our pupils to make the right choice not to bully in the first instance, and, where they do, to change their behaviour for the positive.

Bullying will not be tolerated. Pupils (and their parents/carers) are encouraged to tell a member of staff if they have any concerns about bullying (about themselves or about anyone else). Pupils and their parents/carers must be confident that any concerns they have will be taken seriously, carefully investigated, and if substantiated, acted upon in accordance with the Behaviour Policy.

Aims – What does success look like?

We know that this policy (in conjunction with our Behaviour Policy) is working well because:

- Instances of bullying (of all kinds) are very rare indeed;
- Pupils are aware of the different forms of bullying; they know that bullying is wrong; and they actively try to prevent it from happening;
- The school is active and effective in identifying and tackling behaviours that lead to bullying;
- All groups of pupils can feel safe at school at all times;
- Pupils are supported to understand bullying scenarios and to develop coping strategies to avoid the pitfalls and/or respond/report appropriately, particularly online;

- Everyone understands what constitutes an ‘unsafe situation’ and are aware of how to keep themselves and others safe.

WHAT IS BULLYING?

Definitions

There is no legal definition of bullying, however, working with guidance from the Department for Education and other organisations like NSPCC, Bullying UK and Anti-Bullying Alliance, Greenway says that:

“Bullying is sustained physical or psychological behaviour that intentionally targets and hurts another who is left powerless to defend themselves in the situation.”

Greenway notes that bullying can be perpetrated by an individual or a group of individuals; it is the ‘total experience’ of the target of bullying that is important here, such that even if the behaviour comes from a different source each time, it can still constitute bullying. Greenway also notes that while bullying almost always requires *sustained* targeted behaviour, it is possible (though unusual) for single incidents of targeted and hurtful behaviour to leave someone genuinely fearful of a recurrence. This is most likely to be the case in the event of a cyber-attack where the perpetrator and the targeted pupil are remote from one another (online or on a mobile device). Where these conditions are met, a single incident, may also constitute bullying.

Our pupils understand Greenway’s definition of bullying. Although they will often use different words to describe what it is, the essential elements of bullying behaviour (i.e. the repetition, targeted hurt and power imbalance) remain. The sort of language that our pupils use is:

“Bullying is being unkind or hurtful or using mean words when it keeps carrying on”

“It is when someone is really mean on purpose and the person being bullied can’t make it stop”

Types of bullying

Our pupils recognise that bullying can be:

Emotional - being unfriendly; never letting someone join in/excluding them; forcing them to hand things over; scary looks, hiding property; whispering behind their back; gossiping and spreading lies and rumours; getting them into trouble when they aren’t to blame; blackmail

Verbal - name-calling and using mean words at them; teasing, taunting and mocking; threatening

Physical - kicking; punching, pushing; hitting; throwing things at them; biting; taking and/or damaging property

Personal – comments, gestures or actions that are: prejudicial; around appearance; or stereotyping

Cyber bullying - including sending inappropriate, offensive or degrading text messages, emails or instant messages; setting up or linking someone to a website designed to embarrass or upset them; excluding individuals from social networking sites. Critically, it is important for children to understand that 'liking' or otherwise supporting such posts/links/messages online reinforces the original actions and is in-itself cyber bullying. School's Online Safety & Data Security Policy is relevant here as is the section in the Behaviour Policy on Search for and Confiscation of inappropriate items.

Boys and Girls

Although it is important to be alert to the possibility of all types of bullying from any child, evidence shows that boys and girls *tend* to bully in different ways.

Girls are more likely to enter into emotional bullying, using exclusion from friendships, rumour spreading, gossiping and name calling. While boys do indulge in these things, evidence shows that they are more likely to use intimidation and to engage in physical bullying. Both girls and boys are likely to be perpetrators of and targets for cyber bullying.

Roles in Bullying

Through consultation with children and from government studies, different roles within bullying have been identified. At Greenway we work hard to help pupils understand the importance that all of these roles have to play in combating bullying.

The Ring-Leader – the person who, through their social power, directs bullying behaviour;

Assistants/Associates – those who actively join in for all sorts of reasons (including sometimes willingly and sometimes through fear of being bullied themselves);

Reinforcers – those who give positive feedback and encouragement to the bully (perhaps by smiling or laughing or online by 'liking' or otherwise showing support for the post/message/link, etc.);

Bystanders/Onlookers – those who stand back, walk away or stay silent and thereby appear to support, condone or collude with the bullying behaviour;

Defenders/Witnesses – those who try to intervene or seek help to stop the bullying and who comfort and support those who experience bullying.

It is worth noting that the same child can adopt different roles at different times and in different circumstances.

Reasons for bullying

Pupils can become the focus of bullying behaviour for a variety of reasons, including:

- Ethnic background, race, religion, faith or culture
- Disability, ability or special educational needs (including being particularly able or talented)
- Transphobia/Gender Identity
- Homophobia/Sexuality
- Gender
- Sexualised
- Size, weight, appearance or health conditions
- Social or economic status (poverty/wealth)
- Age/maturity
- Home circumstances – groups such as pupils in care, young carers, those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable

Bullying is almost always linked to *difference, perceived difference or discriminatory attitudes towards certain groups*, and can occur whether the targeted individual is actually a member of any of those groups or not. For example, pupils who are not lesbian, gay or bisexual can still be subject to homophobic bullying. Others may be targets of racial bullying based on inaccurate assumptions about ethnic background or culture.

While the focus of/grounds for all substantiated bullying should always be recorded, it may have been 'seized upon' by the bully simply in order to assert power and/or to reinforce an imbalance in power.

The effect of the behaviour on the recipient – not only the intention of the perpetrator – is also significant in deciding whether to treat an incident as bullying.

BULLYING IS NOT

Bullying is *not* unacceptable behaviour on the odd occasion or falling out between friends or between pupils of broadly the same (physical, social and/or emotional) strength. Children are naturally sociable; a vital part of their time at school is spent selecting and building friendships. The making and breakdown of friendships is an important part of growing up. We know that when children 'fall out' they can say and do things that are hurtful because they are upset. Sometimes pupils feel bullied by thoughtless or insensitive behaviour that is driven by this sort of upset.

At Greenway we work hard to teach children the skills they need to repair relationships and we support them to put these skills into practice. If, as adults, we intervene too readily to help to manage children's friendships on their behalf, they miss out on developing the necessary social skills to learn how to do this for themselves at a later stage.

Occasionally situations go beyond broken relationships or minor differences and on these occasions adult intervention will be necessary. These incidents may require all the same

steps to be taken to address and resolve the issue and they may be classified as ‘significant anti-social behaviour’ according to our Behaviour Policy, but unless the 3 elements of bullying apply, they will not constitute bullying.

It is not bullying when a member of staff corrects a child in line with school policies, rules and values.

WHAT DO WE DO ABOUT BULLYING?

1. Whole school approach

Our anti-bullying policy and the procedures we adopt are set firmly within the context of our whole school approach to behaviour management (see Behaviour Policy). As such, aside from formal anti-bullying teaching, which is delivered through the curriculum, Greenway applies a range of strategies that are designed to prevent bullying by:

- Embedding an ethos of positive and respectful behaviour – through our Vision, Ethos, and Golden Values which are reinforced in assemblies and which are recognised and rewarded in everyday teaching and management strategies and through the adoption of the Behaviour Policy;
- Keeping anti-bullying on the radar – through regular staff training and the careful deployment of teaching assistants and the INCo (Inclusion Co-ordinator) all of whom are continuously alert to bullying risk and continually engaging in anti-bullying awareness-raising and reinforcing key messages;
- Identifying vulnerable pupils – providing targeted support to those who are most at risk of adopting bullying behaviour and/or of being the target of bullying;
- Involving and enabling pupils to stay safe – for example through School Council and ad-hoc workshops with organisations like NSPCC, so that they know how to stay safe, are actively engaged in addressing and reporting bullying behaviour and so that they have a stake in keeping incidents of bullying to a minimum.

2. We talk about bullying – we are a ‘telling school’

Alongside our whole school approach to behaviour management, anti-bullying is taught directly as part of the PSHE (Personal, Social, Health and Economic) programme. Our children learn the value of respecting and supporting one another above all else, so that ‘codes of secrecy’ become less important than ‘doing the right thing’.

PSHE lessons, P4C (Philosophy for Children), Social Time and Assemblies offer valuable opportunities to explore serious issues like bullying with complete respect for all. Using anonymised situations and with particular sensitivity to those who may be the target of bullying, these opportunities can adopt a ‘no blame’ approach, making a valuable contribution for all in raising awareness and understanding and in developing skills associated with coping with bullying behaviour.

Pupils have facilitated opportunities to discuss issues around bullying, not only the role of the bully(s) and their target(s), but critically also the important role of reinforcers, bystanders and witnesses. In this way they learn that school offers a safe environment where even if the target of bullying is too afraid to tell someone, witnesses can be relied upon to see it as their duty to share fears and concerns without risking being accused of 'telling tales'. Children are taught that if they do not 'tell' then they are condoning the bullying and as such they become part of the problem, when they should instead be part of the solution.

Our pupils are supported to understand that bullying is wrong; nobody deserves to be bullied and everyone has a role to play in making bullying stop. As part of that education, they feel secure about the processes involved (in telling and afterwards) and understand that their fears and concerns will be respected and taken seriously.

Pupils are regularly reminded that 'telling' (when they have a genuine concern) is not the same thing as 'telling tales' or being 'a troublemaker'. It is instead the very positive and responsible start of an objective process that is designed to make the situation better for all concerned, including the bully.

Our pupils know that they can tell any adult (e.g. member of staff at school, parent/carer at home, leader at sport/social clubs) about fears or concerns that they have about bullying behaviour or ask an adult to support them in trying to sort it out for themselves. Fellow pupils might also be told (e.g. as peer mediators, sports leaders, school or sports council members, or simply as friends or buddies) and they know to pass this information directly to a member of staff where appropriate.

Parents/carers also have opportunities to raise any concerns that they have over bullying or threats of bullying, either with their child's teacher or directly to the Head Teacher. While school drop-off and pick-up can be fraught times for all concerned, staff will always find a convenient time to discuss such issues, treating them with the seriousness and urgency that is due.

3. Engaging with our parents and carers

At Greenway we work hard to develop effective relationships with our parents/carers understanding that strategies at school will always be most effective when pupils know that they are also supported by parents/carers. As established in our Behaviour Policy, we believe that our parents/carers, as part of our school community, have a series of rights that are balanced with a series of responsibilities.

Specific to anti-bullying, it is critical to us that our parents/carers are outstanding role models for their children by appropriately challenging any behaviour that unfairly discriminates on the basis of difference or perceived difference. Where they do this for their

children, their children are far more likely to adopt appropriate behaviours that will help stop bullying.

Supporting the school's 'telling' approach is also important. While we do understand some parents'/carers' natural reluctance for them or their child/ren to 'get involved', at Greenway we believe that bullying will only be properly addressed when everyone concerned (including witnesses, bystanders, onlookers and defenders) accepts that they have a role to play in helping it to stop. Viewing the processes that Greenway adopts for reporting and investigating incidents, as objective, fair and thorough, as well as focussed on positive behaviour changes, are critical.

Modelling behaviour that does not victimise children is also critical for all parents/carers. The aim in addressing all incidents of bullying is to make it stop and to stop it from happening again. If this is to be achieved, all concerned must be able draw a line under what has happened in the past and move on. This is as important for the bully as it is for the target of bullying.

Particularly for the target of any bullying behaviour, the label of 'victim' can erode self-esteem, resilience and the confidence to understand that such behaviour should never have happened in the first place and that they have a right for it never to happen again; the idea of themselves as a victim can in fact lead them to become more vulnerable to repeat episodes.

Further advice for adults in spotting and responding to pupil bullying is set out in Annex B.

4. Investigating individual incidents

Bullying is considered to be 'significant anti-social behaviour' (see Table 1b in the Behaviour Policy) and as such, all alleged or possible incidents of bullying behaviour that are identified will always be referred to the Head Teacher or to another member of the SLT and dealt with according to the procedure outlined in the Behaviour Policy.

All concerns and allegations about bullying or threats of bullying should be reported to a member of staff without delay. Their first priority will be to ensure that the child who has been targeted is no longer at risk and feels safe. Once there is no longer an immediate risk of bullying or threatening behaviour, and once those involved are calm enough to engage constructively, the member of staff dealing with the matter will arrange to listen and speak to everyone. Sometimes they will do this individually, though on other occasions it may be more appropriate to discuss the matter as a group.

During investigation, both parties directly involved will have an opportunity to have their say; they will be listened to and notes will be taken. However, one person's word will never be taken against another without corroborative evidence (e.g. independent witnesses). If there is a lack of such evidence or suspicion of coercion or group collaboration, monitoring will be put in place to keep all parties safe while a remedy is sought.

In line with the school's favoured approach for Restorative Justice (see 3Rs on p12 of the Behaviour Policy), wherever possible, pupils will also be supported to offer their own suggestions about how to resolve the matter, to bring an end to the bullying behaviour or threats of bullying and to reconcile the parties involved.

Not all incidents that are reported to staff will constitute bullying on investigation. Although all mean, hurtful and dangerous behaviour is unacceptable at Greenway, as above, there is a valuable opportunity for the pupils concerned in such incidents to develop and test their own skills around 'falling out and making up'. This opportunity should not be missed if pupils are to understand the impact of their behaviours, to routinely adopt appropriate behaviours, and to build resilience in coping with difficult situations.

The Head Teacher's decision about whether an incident constitutes bullying and what action should be taken as a result, is final.

5. Consequences

It is for school to assess the seriousness of any bullying and to determine the appropriate action that should be taken in accordance with sanctions set out in the Behaviour Policy.

It is important that there are consequences for pupils who bully in order to show them (and others) that bullying behaviour is wrong and that it will not be tolerated. It is also essential that such measures are applied fairly, consistently and reasonably, taking account of special needs/disabilities and the needs of vulnerable pupils.

Critical in determining the appropriate consequence is the core purpose to improve behaviour. This means that, while action taken will always have this aim, the specific consequence applied may be different from one individual to another, as appropriate. Support may be sought (at any point) from the Inclusion Co-ordinator (INCo) during this process.

Action that is taken will match the circumstances and the severity of the bullying, where severity is assessed according to the impact/hurt caused; the intent; the frequency; the duration and the imbalance of power as well as the nature of the relationship between the children involved.

In all instances where bullying is substantiated, parents/carers will be called into school for separate meetings with the Head Teacher (or a member of the SLT) to discuss what support parents/carers can offer to the process and to discuss the steps that are being proposed to:

- (for the parents/carers of the targeted pupil) support their child to understand that it wasn't their fault that they were bullied; that they didn't deserve for it to happen to them; and so that they can build confidence that it won't happen again.

- (for the parents/carers of the pupil who has perpetrated the bullying) help the child to understand why they chose to adopt bullying behaviour; what they can do to put it right this time; and how they can change their behaviour in the future.

6. Moving forward

While consequences for bullying are essential, so too is the opportunity to draw a line underneath the matter. It must be possible for the bully to change their behaviour and put it behind them, just as it must be possible for the child who was the target of bullying to have confidence that this need never happen to them again.

Some support to cope with what has happened is likely to be required. For the child who has been targeted, interventions to support their self-esteem may need to be put in place. Similarly, interventions for the perpetrator may be necessary to help them understand why they adopted such inappropriate behaviour and to find strategies for changing to more positive and constructive behaviours.

In most instances where bullying is substantiated, school will look to use methods of Restorative Justice to move the situation forward. The importance of restoring a relationship is covered in our Behaviour Policy including in Annex B (Useful Strategies for Promoting Positive Behaviour). On this basis, children who have been bullied can expect a response that goes beyond a simple apology.

The child who has been bullied will be supported to understand that the perpetrator knows what they did wrong and recognises how the bullying made their target feel. They should also be able to be reassured that the bullying will stop and that the person who was the bully will not hold a grudge moving forward.

This position is best achieved by requiring the child who has engaged in bullying (with support as necessary) to acknowledge what they have done and to consider how that made their target feel; to explore why they might have made that behaviour choice; and what can be done to make sure they do not bully again.

7. Involving others

In some instances, it will be necessary for the Head Teacher to involve outside agencies. This may happen during the investigation stage, particularly if the incident(s) reported are very serious and/or are alleged to have happened outside of school. In such circumstances, she may need to involve the Head Teachers of other schools, club leaders or others in the community such as the police.

Greenway also has a range of outside support (from expert counsellors and agencies like Dacorum Education Support Centre (DESC), as well as from the Family Service Centre and family support workers), that may be asked to help. They can help Greenway to support children within school and sometimes also to support children and their parents/carers

outside of school, to overcome and cope with bullying behaviour. This might be appropriate to support either the child who has been bullying or the child who has been bullied.

In the most serious cases of bullying, outside agencies would need to be made aware, in order to protect the wider community. Such incidents are very rare indeed, but assaults, thefts and serious threats and harassment (in person and/or online or on mobile devices) are all criminal offences.

RECORDING, MONITORING & REVIEWING

Recording incidents

Defined as 'significant anti-social behaviour' in the Behaviour Policy (see Table 1b), records are kept of all allegations and incidents of bullying.

Data and narrative is recorded on the school's system for all such incidents (i.e. date(s), who was involved, how the matter was investigated and by whom, what facts were established and the outcome including brief minutes of any discussion with parents/carers and any other agencies).

This information will include the perceived focus of the bullying (i.e. what perceived or actual factor(s) caused the child to be targeted); the names of all involved (including bystanders and witnesses), and in respect of the outcome, it will outline the consequence(s) for the perpetrator and support offered for both the pupil who was the target of the bullying and their perpetrator (based on severity of impact, frequency, duration, intent, imbalance of power, empathy, remorse and any provocation).

Reporting bullying to the Governing Body

In accordance with the Behaviour Policy, the Head Teacher is required to provide routine information to the Governing Body about all 'significant anti-social behaviours'. For all instances of bullying, this report must include the number of incidences of bullying recorded in the term (with the number of children involved in each). She should also be able to provide an indication about whether the latest incident represents a repetition of bullying/pattern of ongoing behaviour (of a target or by the perpetrator) and information about the perceived focus/grounds of each incident, if asked to do so.

The Governing Body must also be made aware:

- if the matter has resulted in police involvement on the basis that a criminal offense has/or may have been committed
- (within 5 days) if the matter resulted in a permanent exclusion.

Monitoring and Evaluating Effectiveness

All individual incidents of bullying will be monitored to ensure that the steps agreed to resolve the matter have been effective for all concerned.

Bullying incidents (individual, any trends and the issue generally) will be discussed regularly by the Senior Leadership Team and at staff meetings.

The Governing Body will use the information contained in the Head Teacher's routine report to oversee the effectiveness of the school's anti-bullying strategies. It also has a Link Governor(s) who (as for the Behaviour Policy) will monitor this policy including being responsible for an annual review of effectiveness.

Ordinarily, the Governing Body's annual review will follow national Anti-Bullying week in November and will be presented following school visits and having established the views of school council and/or other pupils, the Head Teacher and other relevant staff such as the Subject Leader for PSHE and/or INCo, other staff and parents/carers.

ANNEX A

PUPIL'S GUIDE TO BULLYING

What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the target child. Staying silent means that the bullying behaviour has worked and that the person who used it has more power. That is wrong!

There are ways you can support someone who is being bullied without drawing attention to yourself, for example:

TELL a member of staff (all members of staff at Greenway will listen and help)

TELL a responsible pupil (somebody you trust who can help like an older pupil, a peer mentor or a member of the School Council)

TELL another adult (a parent/carer, grandparent, relative or club leader)

TELL an organisation (like Childline, NSPCC or Kidscape – see Annex C for contact details)

SUPPORT the person being bullied (let them know that you will get help)

ENCOURAGE the person being bullied to speak out and get help for themselves

DON'T smile or laugh at the situation or joke about it


DON'T be made to join in (either as a bystander or to take the bully on directly)

STAND UP to the bully/bullies if it is safe to do so, to try to get them to stop and so that they know you think it is wrong

What can you do if you are being bullied?

Greenway does not want any bullying behaviour in its school; it is wrong! You have a right to feel safe in school and to be respected. If someone is bullying you it is important to remember that it isn't your fault and that there are people who can help make it stop.

Pupils were asked what they should do if they were bullied and here are some of the strategies that they suggested:

- *Tell an adult or a pupil or friend who you trust (see the list above) and tell even if it isn't happening in school*
- *Report it to the (online) administrator for the game/app you're on or find this symbol  and report it there.*
- *Write it down if you can't talk about it and show someone you know the note or letter*
- *Ask a friend for support – to read your note, to talk about what's happening and/or to go with you to tell an adult*
- *Keep a diary so that it will be easier to remember the facts without getting upset*
- *Pretend to act confidently around the bully or bullies so they don't know that they have upset you - quite often they are bullying you to get a reaction and they might stop if they don't get one*
- *Stay in a crowd because bullies are more likely to pick on you if you're on your own*
- *Be assertive – practice shouting "don't bully me!" in the mirror then give it a go for real. This will shock the bully and draw attention to what they are doing to you*
- *Don't blame yourself for what's happening*
- *Call a helpline (see Annex C)*

ANNEX B

AN ADULT'S GUIDE TO PUPIL BULLYING

What are the indicators that a child is being bullied?

A child may indicate, by different signs of behaviour, that they are being bullied. However, children who are bullied will often experience feelings of guilt about having been the target of bullying (that somehow they are to blame), they may feel useless because they can't make the bullying stop, and/or they may be fearful about what might happen if they tell someone (particularly if intimidation or emotional bullying is involved). As a result, children can be very good at keeping bullying to themselves.

It is for adults to be alert to possible signs and to investigate further if a child suddenly (or over a short period of time):

- Changes in their behaviour
- Seems unusually distracted, fails to concentrate and delivers poorer results than normal
- Seems frightened about walking to or from school
- Is unwilling to go to school or feels ill in the mornings
- Becomes surly, aggressive or unreasonable towards classmates, friends or family members
- Becomes withdrawn, subdued, tearful, stammers or wets the bed at night
- Has unexplained regular injuries, especially if these are largely hidden under clothes
- Has unexpected signs of damage to their property or clothing
- Appears to be the butt of jokes, name-calling and/or teasing
- Refuses to talk about what is wrong or to answer direct questions with vague answers
- Seems to be regularly excluded at playtime or in playground games
- Lacks the confidence to give new things a go
- Starts to bully others or get involved in silly quarrels

What are the signs that a child is bullying?

Adults also need to be alert to the signs that a child or children may be adopting bullying behaviour. This is likely to be a choice that they have made to cover up their own inadequacies and/or discriminatory ignorance. It is as important for them that it is addressed and stopped quickly, as it is for the child/ren they are targeting. No child who is happy, self-confident and appropriately assertive will ever be a bully!

Possible signs that a child is/or may be bullying are:

- Teasing in a nasty (often personal) way
- Intimidating and using threatening language
- Leads an exclusive following – has some 'popularity' that causes others to be excluded
- Sly intelligence – careful not to be 'caught-out' or tries to be clever about blaming others
- Arrogance – where they are readily able and willing to put their superiority on display
- Hot tempered and generally unable to address their concerns calmly
- Surrounded by socially weaker or relatively defenceless pupils
- Acting tough and indicating that this is what is expected of them

What can you do if you think a child is being bullied?

Adults have a significant role to play in setting a safe environment in which children can understand that even if bad things have happened, they *can* bounce back. If this is to be the case, the relevant advice is to:

- Try to stay measured and calm – take what’s said seriously but don’t allow your response to become too emotional, to frighten, to worry or to alarm the child
- Listen carefully and reassure them that you have heard and understood what’s been said
- Explain the importance of telling an adult at school straight away (unless you are a member of staff in which case explain what will happen next to help resolve the situation)
- Make sure that school is aware – ideally the child will initiate this but if not, you should approach a teacher or the Head Teacher...enabling school (where children spend the majority of their day) to lead on dealing with such issues is almost always more beneficial in the long term than approaching another parent/carer directly
- Avoid communicating any idea that the child is ‘helpless’ or a ‘victim’... this makes it harder for them to recover their self-esteem
- Avoid labelling any child as a ‘bully’... labels tend to stick and will make it harder to change behaviour and repair relationships
- Help the child to restore self-esteem and self-worth by taking extra time to ‘catch them being good’ (see Behaviour Policy, Annex B)
- Help the child to practise/implement any agreed strategy
- Help the child to reconcile and repair relationships and to put resolved incidents behind them for good.

ANNEX C

SOURCES OF FURTHER INFORMATION, SUPPORT AND HELP

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help.

For online safety and cyberbullying issues, please remember the resources that you can access directly by clicking on the 'ParentZone' icon on Greenway's website homepage.

The following list is just a small selection of the other support available that teachers, parents and children have found useful:

Name	Telephone Number	Website
Act Against Bullying	Email only	www.actagainstbullying.com
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bullying Online	020 7378 1466 (advice on workplace bullying)	www.bullying.co.uk
Childline	CHILD HELPLINE 0800 1111 (24-hour free, confidential helpline for children and young people)	www.childline.org.uk
Dacorum Education Support Centre (DESC)	01442 247476 (general enquiries – term time only)	www.dacorumesc.herts.sch.uk
EACH	0808 1000 143 (Mon-Fri 10am-5pm) freephone helpline for children experiencing homophobic, biphobic or transphobic bullying	
Family Lives (was Parentline and includes Bullying UK)	0808 800 2222 (helpline for parents)	www.familylives.org.uk
Kidscape	0207 730 3300 (general enquiries)	www.kidscape.org.uk
NSPCC	ADULT HELPLINE 0808 800 5000 Mon-Fri 8am-10pm or Sat/Sun 9am-6pm or 24-hour by email or using the online reporting form (to report concerns about a child) - help@nspcc.org.uk	www.nspcc.org.uk
Coram Children's Legal Centre	0808 802 008 (legal advice on all aspects of education)	www.childrenslegalcentre.com
Think U Know (from CEOP, 'Child Exploitation and Online Protection unit')	Age appropriate advice and support for staying safe online for children 5-7, 8-10, 11-13 and 14+ as well as for parents/carers and teachers/trainers	www.thinkuknow.co.uk

For pupils:

