

## Anti-Bullying Policy

The Green Room School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Knowing what's right doesn't mean much unless you do what's right - Roosevelt

In drafting this policy The Green Room considered the Department for Education's 'Preventing and Tackling Bullying' document (July 2017) the 'Equality Act' (2010) Equality Duty April 2011 and the Department for Education's 'Bullying - Don't Suffer in Silence - An Anti-Bullying Pack for Schools' (2000).

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2014	March 2015	March 2015	2	March 2016
		October 2016	3	October 2017
		October 2017	4	October 2018
		October 2018	5	October 2019

## Content

The complexity of any issues regarding bullying require a detailed and thorough policy, as such the following outlines the content of this policy:

- Review (above)
- A definition of bullying
- The aims and objectives of this policy
- The guiding principles, morals and values of The Green Room
- Organisation of roles and The Green Room's strategies
- The role of outside/external agencies
- Support and confidentiality
- How the curriculum aids anti-bullying
- The safety of the school environment
- Response procedures
- Involving parents
- Involving pupils
- The complaints procedure
- Off-site incidents
- Policy availability

## Definition

The Green Room School defines bullying as any behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, and is often motivated by prejudice against particular groups, for example:

**Racism** means you are subjected to abuse and harassment because of your race, colour, beliefs, or ethnic background. It can be defined as:

1. An individual believing that another person's race is inferior to theirs. Racism can also be defined as an individual who is under the assumption that one race has the right to dominate or rule another.
2. Behaviour that is considered offensive or even aggressive to members who are of another race.

Racist behaviour includes:

- Assault that is physical
- Harassment
- Derogatory language
- Verbal abuse
- Stereotyped comments
- Racist propaganda

**Religion** - Bullying because of religion may have less to do with a person's beliefs and more to do with misinformation or negative perceptions about how someone expresses that belief. Sometimes Christian children are bullied by "non-believers" due to their faith in God or they may receive physical or verbal abuse from more aggressive "non-religious" children that poke fun at their beliefs or that want to prove they are stronger and more

powerful than their “religious” peers. Similarly, children from non-Christian backgrounds such as Muslims, Jews, Sikhs or Buddhists may be bullied due to differences in their culture, dress and religious beliefs.

**Homophobic/ transgender** bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

Some of the more common forms of homophobic / transgender bullying include:

- Verbal bullying (being teased or called names, or being described in derogatory terms or with hate speech)
- Being compared to LGBT celebrities / caricatures / characters that portray particular stereotypes of LGBT people
- Being ‘outed’ (the threat of being exposed to friends and family)
- Indirect bullying / social exclusion (being ignored or left out)
- Physical bullying
- Sexual harassment (inappropriate sexual gestures)
- Cyber bullying (being teased, called names and/or threatened via email, text and on Social Networking sites)

**Disability** - One of the main reasons for children to bully others is that they are different and they do not understand them. People’s assumptions and prejudices about disability can make disabled children more vulnerable to bullying for a number of reasons, such as:

- Negative attitudes towards disability
- A lack of understanding of different disabilities and conditions.
- Being seen as “different”.
- Not recognising that they are being bullied.
- They may be doing different work or have additional support at school.
- They may be more isolated due to their disability.
- They may have difficulties in telling people about bullying.
- They may find it harder to make friends.

In addition to usual forms of bullying, disabled children may also experience different forms of bullying, like:

- manipulative bullying: where a person is controlling someone
- conditional friendship: where a child thinks someone is being their friend but phases of friendliness are alternated with phases of bullying
- exploitative bullying: where features of a child’s condition are used to bully them

Some of the signs of bullying include:

- Looking visibly upset
- Feeling depressed
- Not wanting to talk about their day
- Faking illness to get out of school or activities

- A decline in their grades
- Unexplained marks
- Lost or destroyed items
- Trouble sleeping or having nightmares
- Loss of interest in friends
- Low self esteem
- Self harming or other destructive behaviours
- Eating habits change
- Starts bullying others (often times those bullied start bullying others as a way to get out the anger they feel).

At The Green Room all forms of bullying are addressed swiftly and by the same standards.

The Green Room recognises four distinct types of bullying:

1. Verbal - Verbal bullying means using words in a negative way such as insults, teasing, put downs, to gain power over someone else's life. Verbal bullying can also take the form of criticism, putting others down, spreading false rumours or threatening to cause someone harm
2. Physical - Physical bullying is when one person or a group of people picks on or harasses another person in a face to face confrontational manner. It can be subtle actions to casually degrade the person over time, or it can be a series of more aggressive and direct acts to purposefully hurt the person in a more immediate fashion. Physical bullying can also sometimes be sexual in nature, as its psychological roots are based in the desire to dominate and control to make the perpetrator feel more powerful. Physical bullying can include harassment like name calling or stalking behaviours, and more violent abuses like hitting, torture, beating up and intimidating others.
3. Emotional - Emotional bullying is a deliberate attempt to hurt someone else, for example, cruel teasing, talking viciously about people behind their backs, spreading humiliating rumours, and excluding kids from group activities.
4. Cyber bullying is when a child is threatened, harassed, tormented, and humiliated by another young person, child, or someone they know who uses the Internet, social media websites, mobile phone voice messages and text messages to attack them.

## Roles within Bullying

There are many elements that can come together to define a situation of bullying. Social power and dominance of others can drive the situation, ring leaders looking to impress their ideas on to others, as well as the concept of group support and associates joining in. However, there are also the silent majorities and bystanders who do not join in but also do not help the victim - they also have a role to play. Finally, the defenders, these are the pupils actively seeking to stop bullying. The Green Room recognises all of these roles.

## Styles of Bullying

The Green Room also recognises the variation in styles of bullying. Anything from intimidation through gesturing, 'looks' or 'evils' (which are all classed as non-verbal

bullying), threats or extortion, homophobia, as well as gossip or exclusion from a group. Threatening texts, phone conversations and instant messages are also a separate style of bullying, though there is cross-over here with cyber-bullying.

## Signs & Symptoms

Bullying can often be detected early and subsequently stopped if staff and others are alert to certain signs and patterns of behaviour which then prompt investigation:

- an unwillingness to participate
- being withdrawn
- seeming anxious
- a noticeable lack of confidence
- nervous stammering
- self harm
- crying
- reports of nightmares from home
- regular illness
- poor quality of academic work
- ripped clothing
- damaged belongings
- unexplained cuts and bruises
- a refusal to eat
- a refusal to say what is wrong
- changes in routine

## Aims & Objectives

The aim of this policy is to eradicate entirely from the school day any form of bullying by creating an environment where every single pupil and member of staff feels completely safe and fear is never present. This policy also aims to outline the strategies for eliminating bullying in The Green Room as well as the responses staff must make if bullying does occur.

The objectives of this policy are to make certain that there are well understood strategies that are implemented daily, and guidance to allow staff members and pupils (to a lesser extent) to quash bullying entirely. A feeling of vulnerability is met with immediate protection and reassurance and an objective of this policy is for staff to make this completely apparent to all pupils.

## Guiding Principles, Morals & Values Framework

The Green Room believes in the total equality of its pupils. Below are the principles, morals and values that drive it forwards.

Bullying is unacceptable. All allegations are investigated fully and carefully, but it is openness and honesty chiefly that can help ensure bullying doesn't begin in the first place and can be eliminated if it does begin. The Green Room School dedicates awareness

of issues relating to bullying in its curriculum and also in its therapy services. Coping strategies are discussed regularly, therapy sessions themselves can be geared towards anti-bullying if deemed necessary, and staff aim to apply a calmness and consistent approach to protection.

The Green Room strives for a harmonious school community, and it is the firm belief of The Green Room that it is the victim that decides what bullying is and not the perpetrator - that is to say that if the victim interprets an action as bullying and the perpetrator does not, it is the view of the victim that takes precedent. The Green Room also acknowledges the possibility of 'spill over bullying' i.e. bullying outside of school hours and does all it can to have as great an effect as possible in ensuring this never happens.

## Organisation, Strategies and Prevention

Although no member of staff has overall responsibility for enforcing anti-bullying policies the Head of School deals with most cases directly. Vigilance and the eradication of less severe forms of bullying are the responsibilities of all staff members.

### a) Role of Trustees

The Everyday Arts Ltd. Board of Trustees have a responsibility in their Trustee meetings to work alongside the Head of School with regard to anti-bullying strategies, and are made aware of specific cases necessarily. They also have the responsibility of discussing, reviewing and endorsing strategies, as well as signing off on training relating to bullying e.g. Child Protection.

### b) Role of Staff (duties)

#### i. The Head of School

Under the 'School Standards and Framework Act' (1998) the Head of School is obligated to promote procedures aimed at preventing bullying. Typically, at The Green Room this is re-enforced and reiterated daily in each Morning Briefing for staff. The Head of School leads any discussions regarding anti-bullying strategies and takes on board what the staff have to say. Staff are always aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This allows the intricacies of how a situation is to be dealt with to be discussed and understood by all staff. The Head of School is also obligated to organise necessary training for the staff, and to ensure that all staff, pupils, parents and volunteers are completely up to date with all strategies. The Head of School reacts to feedback from staff and also relays relevant information from families, authorities etc. to the appropriate staff.

#### ii. Teachers

The day to day implication of anti-bullying strategies is the responsibility of all teachers. They have an obligation to inform the Head of School of any situations where bullying is apparent. Teachers also are encouraged to promote good pupil-pupil relations and anti-bullying at all times, including lunch and lesson times.

### c) Role of Staff (responses)

#### i. Dealing with Incidents

If an incident of bullying is either suspected or reported, then it is the duty of the nearest member of staff to deal with it immediately. However, if there is either a racial or sexist element to the incident then the Head of School must be informed immediately. General



incidents of bullying require debrief at the end of the day with the relevant staff to discuss a plan of action. However, both parties - bullied and bully - will have already been spoken to and the incident may have been dealt with and recorded in Arbour. In serious incidents parents will be kept informed, the incident is recorded in Arbour and discussed in the weekly meeting. Sanctions are determined by the Head of School, and recorded in the Record of Sanctions for Serious Misbehaviour. Any follow up actions will be recorded in Arbour.

#### ii. Principles with Regard to Response

The key principles The Green Room promotes are that the bullied pupil should feel like they can be heard, and reassurance is important - all staff members should express the importance of letting an adult deal with the situation. It is crucial, though, to gauge the different reactions of different victims (but also of the bullies), this will allow the staff member to direct the pupil to the right member of staff i.e. the one who will adopt the appropriate tact and with the greatest and most positive influence on the particular pupil.

#### iii. Reporting and Recording

Incidents of bullying are reported in full in Arbour. In the weekly meeting incidents are reviewed. The reporting process is largely to allow patterns of behaviour to be identified and subsequently altered for the better. An important element is to determine how the incident was detected e.g. hearsay, gossip, witnessed.

#### iv. Other Approaches

We have an on-site therapist where pupils feel comfortable and secure to raise incidents of bullying and pupils are encouraged to feel they can talk to any staff member regarding being bullied or witnessing bullying.

#### v. Role of Outside Agencies

Outside Agencies support and assist The Green Room where bullying is concerned by applying The Green Room guiding principles, morals and values framework to whatever service they are providing.

## Support & Confidentiality

#### a) Bullied Pupils

Reassurance above all else is the tact staff take with bullied pupils, and concerns will always be kept confidential.

#### b) Bullies

The Green Room recognises that in many cases the bully will also need a form of support. The support will be based around the idea of changing attitudes. Trying to understand the bullies perspective and then advising from that point.

## Curriculum - How it aids Anti-Bullying

The Green Room dedicates a significant part of the curriculum to the awareness of anti-bullying, through dialogue in 'Circle Time' and individual one to one therapy sessions where pupils can express any concerns they have in a safe environment. Awareness and understanding of the need for tolerance in our diverse society is addressed through the PSHE curriculum. The Green Room recognises that the problem will not be solved by simply quashing the incident, the real solution will be an alteration in attitude and

behaviour.

## Safety of School Environment

The break time duties of staff members is organised fully and goes a long way to keeping the peace and steering pupil conversations towards positive topics. A proactive nature in curbing negative topics and topics that could lead to nasty comments etc. is encouraged. This way pupils also have an immediate reference should they encounter negativity as staff are always vigilant.

## Interventions, Sanctions & Disciplinary Procedures

The Green Room applies disciplinary measures to any pupil bullying another pupil to show their behaviour is wrong. Disciplinary measures will be applied fairly and consistently taking into account any SEN needs and needs of vulnerable pupils. The Green Room also considers the motivation behind bullying behaviour and what it reveals about the perpetrator and whether they need support themselves.

The Head of School will pull together information, relevant to the incident, that other members of staff have gathered. The Head of School must be made aware of all relevant information. Both bullied and bully are made immediately aware of the response.

The Head of School will remind the bully of expected behaviour within The Green Room and any individual stipulations or alterations to the pupil's day - as a result of the bullying e.g. changing classes temporarily, specific people they are required to avoid.

Typically, if there is a clear solution to the incident the sanction may be a letter of apology, a direct verbal apology, the occasional removal of privileges. Slightly more serious incidents will be met with sanctions such as isolation or in extreme cases resulting in exclusion. In these serious cases the sanction is recorded in the Records of Sanctions for Serious Misbehaviour

If bullying continues, the perpetrator will be removed from The Green Room

## Involving/Consultation with Parents

Parents are made aware that The Green Room does not tolerate bullying and are aware of procedures to follow if they feel their child is being bullied and are confident that The Green Room will take the complaint seriously. In extreme cases parents will be involved as soon as possible, typically the evening of the incident or perhaps the next evening. Parents will be contacted via phone from The Green Room School main office.

## Involving Pupils

The Green Room pupils adhere to a never changing set of pupil drafted guidelines. All pupils understand the school approach and are clear about the part they play to prevent bullying. Other school pupils will become involved in a positive manner. Their input is



valued, and group discussions/circle time will focus on anti-bullying awareness in the aftermath of an incident concerning bullying. Coping strategies will be discussed as will mentality and awareness of the facets that make up bullying.

## Complaints Procedure

Any complaints about anti-bullying procedures should be made to The Green Room School main office, (01753 866711) who will report it to the Everyday Arts Ltd. Board of Trustees. A copy of our Complaints Procedure is available on [www.thegreenroomschool.com/policies](http://www.thegreenroomschool.com/policies)

## Off-Site Incidents

The procedures outlines in the policy apply also to off-site incidents of bullying where the pupils are involved in school activities e.g. trips, sport sessions. Incidents completely independent of school will be investigated by the Police, however, in such cases The Green Room prefers to be notified, but that is at the discretion of the pupil's parents/guardians.

## Availability of Policy

This policy, and all of The Green Room School policies are available to read on The Green Room School website [www.thegreenroomschool.com/policies](http://www.thegreenroomschool.com/policies). Hard copies are available upon request from The Green Room School main office. (tel. 01753 866711)

This policy is approved by the Head of The Green Room School

Date\_\_\_\_\_

Head of School\_\_\_\_\_