



THE GREETLAND ACADEMY

Anti-Bullying Policy

Approved by:	Local Governing Board		
Responsible department:			
Last review date:	October 2025	Last reviewed by:	Laura Whiteley Nichola Simpson
Last updated:	October 2025	Last updated by:	Laura Whiteley Nichola Simpson
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Statement of Intent

The Greetland Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Principal. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At the Greetland Academy, our definition of bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.



Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity
- Disability/SEN – focusing on learning or physical differences

Why is it important to respond to bullying?

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

Preventing Bullying

Through our school values of being 'Healthy', 'Respectful' and 'United', we foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/pupil friendly version of our policy, (see Appendix 1).
- Following our Anti-Bullying Charter, (see Appendix 1).
- Using assemblies and PSHCE in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- PSHCE: skills develop empathy, social skills and emotional understanding
- Raising awareness of online bullying through regular e-safety lessons.
- Diversity is valued and everyone is included in our school.
- Ensure all staff are trained and have a range of activities at lunchtime to promote positive play.
- Follow procedures as listed below.

Responding to Bullying

- Bullying incidents are reported to the class teacher.
- An incident record is created on CPOMs and passed onto SLT and Pastoral Manager.
- Incidents will be investigated.
- Parents/carers will be informed.
- If appropriate, other agencies to be informed or advice sought and support as necessary.
- The bully/bullies and victim might be taken through the Restorative Practice process, which is a form of mediation and reflection looking at the incident from all viewpoints.
- Positive Behaviour Policy and Behaviour Approach (see Appendix 2) to be followed
- Next steps will be agreed with the children involved, key staff, outside agencies, and parents as appropriate.
- Support will be offered to the victim and perpetrator to reduce the likelihood of a repeat event.
- Support/training will be offered to staff and parents as necessary.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The Greetland Academy Anti-Bullying Charter



In our school we have decided that bullying is:
Repeated – it keeps on happening
Deliberate – causes hurt to another person on purpose

Bullying goes against our school values of being

Healthy, Respectful & United.

An act of bullying could be:

Verbal – saying unkind things

Physical – kicking, pushing, hitting etc

Emotional – not letting another person join in; excluding somebody on purpose; telling others to be unkind to someone

Online/Cyber – posting on social media, sharing photos, sending nasty messages

Bullying is NOT:

A 'heat of the moment' incident

A fall-out

A disagreement or difference of opinion

An accident

If you think you are being bullied or someone is being unkind to you, tell an adult in school. If you still need help, find Mrs Simpson

Behaviour Approach



Reminder

A cue towards the behaviour expectations.



Warning

Clear, calm and private to support a behaviour change.



Choice

Private discussion, an opportunity to reset the behaviour and understand the choice.



Choice Consequence

Fair and proportionate as a result of the behaviour choice.



May link to bespoke behaviour plans. To be recorded on CPOMS and shared with parents.



Repair & Reflect

A restorative conversation to support recognising their choice and actions.

What happened? What were you thinking when...? How were you feeling when...? What choice did you make? Who else has been affected by this and how? What can you do to make this better?