

Anti-bullying Policy

The Green Room Foundation 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, the Department for Education's 'Bullying - Don't Suffer in Silence - An Anti-Bullying Pack for Schools' (2000), Keeping Children Safe in Education 2023

Owner: DH/WCF/KBT/CAS

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Definition

The Green Room Foundation 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 manifests in various ways, often driven by prejudice linked to perceived or real distinctions against specific groups, and involves discriminatory actions rooted in these perceived differences.

Prejudice-based and discriminatory bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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 their own. 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 individuals of a different 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. For example, 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 deride their beliefs. 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 LGBTQ+ 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 LGBTQ+ celebrities / caricatures / characters that portray particular stereotypes of LGBTQ+ 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 their provision
- 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

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

The Green Room Foundation 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. Refer to [e-Safety Policy](#)

Kindness

One of our Green Room Values is kindness and anti bullying sits under this. Kindness is revisited regularly to prevent bullying and also build in opportunities to be kind. This is recognised through the provision's positivity pies, behaviour logs and offers learning moments for students that are clear and easy to understand.

Roles within Bullying

The Green Room recognises various roles within the act of bullying, which have been adopted from guidance that has been issued by the Anti-Bullying Alliance.

What roles can we play?

Anti-Bullying Alliance **UNITED AGAINST BULLYING**

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.

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, 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 or feeling depressed
- seeming anxious
- a noticeable lack of confidence or nervous stammering
- self harming or other destructive behaviours

- crying or looking visibly upset
- trouble sleeping or having nightmares
- regular illness or faking illness to get out of their provision or activities
- poor quality of academic work
- ripped clothing
- damaged belongings
- unexplained cuts and bruises
- a refusal to eat
- a refusal to say what is wrong
- not wanting to talk about their day
- a decline in their grades
- unexplained marks
- loss of interest in friends
- low self esteem
- change in eating habits
- bullying of others (often those bullied start bullying others as a way to get out the anger they feel)

Aims & Objectives

The aim of this policy is to create an environment in our provision where every student and staff member feels safe and respected, and where bullying is actively prevented, swiftly addressed, and its impact minimised. Through a culture of kindness, clear strategies, and consistent staff intervention, we strive to significantly reduce bullying and ensure that all individuals feel supported and protected. 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 ensure that well-understood strategies are implemented daily, empowering both staff and students to actively contribute to a culture of respect and safety. While staff play a leading role in addressing bullying, peer-led initiatives such as buddy systems, student mediators, and anonymous reporting options will also be encouraged to support a proactive and inclusive approach to preventing bullying. An essential objective of this policy is to ensure that any student experiencing bullying or feelings of vulnerability receives immediate protection, reassurance, and emotional support. Staff will prioritise offering a safe space, active listening, and clear communication about the next steps. This includes comforting the student, reinforcing that their concerns are taken seriously, and explaining the actions being taken to address the situation. Creating a culture of immediate safety and reassurance will help foster trust and confidence in the provision's anti-bullying measures.

Guiding Principles, Morals & Values Framework

The Green Room believes in the total equality of its students. 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 tackles the issues related to bullying in its curriculum. Coping strategies are discussed regularly through therapeutic sessions. The Green Room strives for harmonious provision communities, 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 the provision's hours and does all it can to have as great an effect as possible in ensuring this never happens.

Organisation, Strategies and Prevention

Staff will report a bullying incident through Arbor and raise it during staff meetings, briefing or directly to SLT depending on the time of the incident. If this occurs then a member of SLT will speak to the victim, supported by the Head of Provision who will deal with any persistent or the more serious cases. All staff are responsible for reporting bullying and making SLT aware.

a) Role of Trustees

The Green Room Foundation Ltd. Board of Trustees have a responsibility in their Trustee meetings to work alongside the Director of Education and Head of Provision with regard to anti-bullying strategies, and are made aware of specific cases. 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 Provision and SLT

Under the 'School Standards and Framework Act' (1998) the Head of Provision is obligated to promote procedures aimed at preventing bullying. Periodically, at The Green Room, this is reinforced and reiterated for staff. The Head of Provision leads any discussions regarding anti-bullying strategies and takes on board what the staff have to say. Staff are always aware of issues between students 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 Provision is also obligated to organise necessary training for the staff, and to ensure that all staff, students, parents and volunteers are completely up to date with all strategies. The Head of Provision reacts to feedback from staff and also relays relevant information from families, authorities etc. to the appropriate staff.

ii. Teachers and support staff

The day to day implication of anti-bullying strategies is the responsibility of all teachers and support staff. They have an obligation to inform the Head of Provision and SLT of any situations where bullying is apparent. Teachers and support staff also are encouraged to promote good student-student 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 prejudice-based and discriminatory bullying based on protected characteristics as outlined above, then the Head of Provision 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 - perpetrator and victim - will have already been spoken to and the incident may have been dealt with and recorded in Arbor. Parents will be kept informed and the incident discussed in either a daily briefing or a weekly meeting. Sanctions are determined by the Head of Provision or SLT, and recorded in Arbor in 'Suspensions'. Any follow up actions will be recorded in Arbor. ([See Behaviour Policy](#))

ii. Principles with Regard to Response

The key principles The Green Room Foundation promotes are that the bullied student 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 student 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 student.

iii. Reporting and Recording

Once dealt with, incidents of bullying are reported in full on Arbor, and recorded as 'Level 2 Negative - Bullying' and a 'Narrative' is written. 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 on-site therapists where students feel comfortable and secure to raise incidents of bullying and students are encouraged to feel they can talk to any staff member regarding being bullied or witnessing bullying.

v. Role of Outside Agencies

Outside Agencies (The Local Authority/Expert Companies) support and assist The Green Room where bullying is concerned by applying The Green Room Foundation guiding principles, morals and values framework to whatever service they are providing.

Support & Confidentiality

a) Bullied Students

Staff reassure students that feel they have been bullied, and concerns will be shared on a need to know basis.

b) Students who bully

The Green Room recognises that in many cases the students who bully will also need a form of support. The support will be based around the idea of changing attitudes linking to our values. We will try to understand the bullies perspective and then advise from that point.

Monitoring & Evaluation

To ensure the effectiveness of this policy, the provision will implement regular review processes, including:

- Anonymous student and parent surveys to assess perceptions of safety and bullying prevalence.
- Tracking and analysing reported bullying incidents to identify patterns and trends.
- Gathering staff feedback on the implementation of anti-bullying strategies.
- Reviewing intervention outcomes to ensure appropriate support for both victims and perpetrators.
- Annual policy reviews to incorporate feedback and improve anti-bullying measures.

These measures will help the provision refine its approach and ensure that all students feel safe and supported.

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 'Morning Meetings', individual one to one counselling, coaching and check-in sessions where students 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. The Green Room also dedicates a portion of its curriculum each year to promote *Anti-Bullying Week*.

Safety of the Provision's Environment

The break time duties of staff members are organised fully to deploy staff in supporting and modelling good behaviours. This allows staff to steer student conversations towards positive topics. A proactive nature in curbing negative topics and topics that could lead to unkind comments is encouraged. This way students 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 student bullying another student to show their behaviour is wrong. Disciplinary measures will be applied fairly and consistently taking into account any SEND needs and needs of vulnerable students. The Green Room also considers the motivation behind bullying behaviour and what it reveals about the perpetrator and whether they need support themselves.

SLT will collate information, relevant to the incident, that other members of staff have gathered. The SLT member must be made aware of all relevant information. Both perpetrator and victim are made immediately aware of the response.

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. More serious incidents will be met with sanctions and may result in suspension, at the discretion of the Head of Provision.

If bullying continues, the perpetrator will be removed from The Green Room through an Emergency review.

The student who has been bullied will be reminded of expected behaviour within The Green Room and any individual stipulations or alterations to the student's day - as a result of the bullying e.g. changing classes temporarily, specific people they are required to avoid.

Involving/Consultation with Parents

Through the Student Handbook and relevant Parent Meets, parents/carers are made aware that The Green Room does not tolerate bullying and the procedures to follow if they feel their child is being bullied. Parents/carers should feel confident that The Green Room will take any complaint seriously. In extreme cases parents will be involved as soon as possible, typically the evening of the incident.

Involving Students

The Green Room students adhere to a simple set of guiding values that provide the basis of student behaviour: Curiosity, Change, Kindness. All students understand the provision's approach and are clear about the part they play to prevent bullying. Other students within the provision will become involved in a positive manner. Their input is valued, and group discussions/circle times/morning meetings/provision council 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 Provision's main office, (01753 866711) who will report it to The Green Room Foundation. Board of Trustees. (See [complaints Policy](#))

Off-Site Incidents

The procedures outlined in the policy also apply to off-site incidents of bullying where the students are involved in the provision's activities e.g. trips, sport sessions. In incidents completely independent of the provision, parents will be signposted to report the incident to the police, which may result in a police investigation. In such cases The Green Room prefers to be notified, but that is at the discretion of the student's parents/guardians.

Availability of Policy

This policy, and all of The Green Room Foundation policies are available to read on The Green Room Foundation's website www.thegreenroomschool.com/policies. Hard copies are available upon request from The Green Room Foundation main office. (tel. 01753 866711). The date of the last revision can be found at the top of this document and anyone who reads it should be aware that it is subject to periodic review and updates.

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Further Reading

[Equality and Human Rights Commission and Anti-bullying Alliance tips on preventing discriminatory bullying](#)

[Anti-bullying Alliance](#)

[Preventing and Tackling Bullying](#)

[Respect Me](#)

www.endbullying.org.uk

This policy is approved by the CEO of The Green Room Foundation

Date

CEO
