



EASTINGTON PRIMARY SCHOOL



Policy against Bullying and Harassment (Ref also Behaviour, E-Safety, Acceptable Use, Safeguarding and Child Protection policies)

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Policy against Bullying and Harassment

Statement of intent

Eastington Primary upholds the right of everyone to be treated with dignity and respect, and to be valued for who they are and what they contribute to the school and the community. Harassment or bullying will not be accepted for any reason including racism, sexism, homophobic or transgender, disability, SEN, Gypsy, Roma or travelers or for any other reason.

Aims

- To create an ethos in which bullying/harassment are considered to be unacceptable by all members of the school community.
- To create a secure environment where relationships are highly valued and worries can be shared.
- To identify and deal effectively with incidents of bullying/ harassment in the school.
- To increase empathy and understanding of difference through the explicit/implicit curriculum.
- To agree and apply playground charters and classroom charters.
- To support children in developing social skills to equip them with the means of expressing themselves appropriately.

Prevention – through the school's ethos and a strong sense of value for everyone, a robust PSHCE and safeguarding curriculum supporting developing healthy relationships/ respect/ responsibility etc, and providing a secure structure for children to be able to report worries and incidents.

Intervention - the school will intervene in bullying behaviour to ensure the victim is safe and the person who has bullied can learn how to behave in positive ways within relationships.

Definitions

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is a pattern of behavior rather than an isolated incident. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is can be premeditated.

Bullying behaviour can include:

- **Physical aggression**, such as hitting, kicking, taking or damaging possessions;
 - **Verbal aggression**, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls (including 'online' electronic contact e.g. cyber bullying);
 - **Indirect social exclusion**, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Racial, sexual or homophobic bullying involves the same kinds of behavior directed against someone because of their cultural or ethnic identity, their gender or sexuality. Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else

Prevention

Bullying behaviour can be prevented through a combination of:

- Helping to build an ethos of fairness and mutual respect where relationships are highly valued at all levels.

- Teaching children positive attitudes towards difference, in all its forms, and respect within relationships through the PSHCE curriculum and assemblies.
- Awareness raising about what bullying is and how it effects people
- Encourage openness and disclosure of incidents through pupil conferencing, circle time, worry box etc
- Teaching children how to use the internet safely and developing/using an acceptable use charter agreement.
- Teaching pupils how to manage their relationships constructively and assertively in PSHC, circle time and assemblies.
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behavior.

Issues to be explored with pupils include:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied /to bully?
- What are the effects on others?
- What would our school and our society be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we encounter bullying behaviour?

Responding to bullying situations

All teachers are responsible for dealing with incidents on the rare occasion that they happen. There is a clear procedure when responding to a bullying situation:

- Never ignore suspected bullying. Deal with incidents quickly.
- Listen carefully to all accounts. Log events (date, pupils involved, role, nature of bullying, adult involved etc) using the bullying recording sheet.
- Adopt a **problem solving approach** and record actions taken to resolve the issue on the bullying recording sheet. Victim and perpetrator should be informed, and preferable involved, in the creation of actions. File in the bullying file in the office area.
- Always share information with the headteacher/parents. Bullying issues might be communicated to the whole staff team to prevent the possibility of further bullying and/or harassment.
- Instigate a follow up discussion shortly after intervention and some time after to check that the bullying hasn't returned.

Victim Support

Eastington Primary will support victims by:-

- Listening to them in a supportive and active manner;
- Not implying that it is their fault;
- Discussing possible short-term strategies that could help them extricate themselves from bullying situations;
- Considering strategies to develop peer support ;

- Communicating with the parents/carers to explain what actions have been taken with respect to their child (information regarding steps taken with the perpetrator is confidential);
- Considering who else within the school needs to be aware of the incident/s in order that the victim feels secure and that the fears of others are allayed;
- It may be the case that more serious incidents have an impact upon the whole school. If this happens, the views of the victim will be taken into account before considering whether any information should be relayed to the wider school community and the best means to do so. If there is a danger of distortion through rumour or speculation, teachers may be asked to explain the matter to their groups or classes.

Dealing with alleged perpetrators of harassment/bullying

- The wrong doing will be firmly explained to the pupil (this may then be repeated in the presence of the pupil's parents/carers). It will be made clear that it is their behaviour that is inappropriate not them.
- Pupils will be asked to consider why they might be bullying and what it might feel like to be bullied.
- We will try to find a restorative way they can make amends and rebuild the relationship with the harassed/bullied person if possible.
- Clear boundaries will be set within which the pupil must behave and work. The child may or may not be punished. In serious cases, exclusion may be considered.

Sanctions

It may be appropriate to punish the perpetrator immediately, by denying them play-time and/or sending them to the Headteacher's office.

Other punishments may include: removal from the class; withdrawal of access to the school ICT system (if the pupil misuses it); withholding participation in a school trip or sports event that is not an essential part of the curriculum; withdrawal of break or lunchtime privileges; or denial of privilege to carrying out useful tasks in the school.

In serious cases, the Headteacher may consider that a fixed-term (temporary) exclusion from school is warranted. Before any exclusions are applied, the Chair of Governors will be consulted; advice may also be sought.

Permanent exclusions are extremely rare and the last resort after a long disciplinary process.

Reintegration after Fixed-Term Exclusions

Should the perpetrator be excluded from school their return will be managed in such a way so as to secure the best interests of both the victim and the perpetrator. A reintegration plan will be drawn up by the Headteacher and SENCO in consultation with the class teacher(s). This plan will be shared with all concerned stakeholders.

Complaints

A parent who is dissatisfied with the way the school has dealt with a bullying incident should contact the Headteacher. Should they remain dissatisfied, they can write to the chair of governors (in line with the standing complaints procedure).

Monitoring Incidents

Incidents of bullying will be recorded in order to establish an overview of the pattern, frequency and type of incidents that occur. Records will be used to ensure consistency of approach in the methods used to deal with perpetrators of harassment and will provide GCC requests for information on racist behavior for statistical reason- analysing trends and acting upon these as appropriate.

A record will be kept of bullying incidents using the following categories:

- Physical (physical intimidation, kicking, slapping, punching, damaging the property of other etc)
- Verbal abuse (name calling, threats, insults etc))
- Indirect bullying (isolation, refusal to work, play etc with others etc)

The record will also record the theme:

- Disability (related to perceived or actual)
- Homophobic (related to perceived or actual)
- Racist (related to race, ethnicity, national origin, colour or nationality)
- Sectarian (related to religious/political belief)
- Cyber (though technology)

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying and harassment from our school. The governing body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately. The governing body monitors any incidents of bullying, and reviews the effectiveness of the school's policy. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors, on request, the effectiveness of school anti-bullying strategies through the Standards of Achievement committee.

Aiming high... together!



Annex 1: LEGAL OBLIGATIONS AND DEFINITIONS OF TERMS

The LEGAL POSITION

Section 17 of the Race Relations Act (1976) and Section 22 of the Sex Discrimination Act (1975) make it unlawful for bodies in charge of educational establishments to discriminate in the way they afford a pupil access to any benefits, facilities or services, or by subjecting the pupil to any other detriment. Failure to deal adequately with complaints or racial or sexual harassment may result in a school becoming liable under this provision if a child is, as a consequence of harassment, disadvantaged in their access to benefits, facilities or services compared to other children.

DEFINITIONS OF TERMS

Harassment

Harassment is here defined as: *Any form of behaviour which has the effect of intimidating, ridiculing and undermining the confidence of a person/group because of their sex, racial or ethnic background, because of disability or because they are lesbian or gay.* It includes:

- Offensive, derogatory gestures
- Name-calling, insults or derogatory remarks
- Graffiti

- The wearing of provocative badges or insignia
- Dissemination of material that is racist, sexist, homophobic or offensive to people with disabilities
- Bullying, threatened or actual physical assault
- Cyber-bullying

Bullying

Bullying is a form of harassment and will be treated seriously. A working definition states:

Bullying is violence (physical, verbal or psychological) conducted by an individual or group and directed against an individual or group, defenceless in the actual situation.

Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short message services (SMS).

Characteristics of bullying include:

- Bullies relying on power or domination, often with group support
- Name-calling
- The isolating of victims
- Prolonged or repetitive bullying
- Social ostracism, malicious gossip, exclusion, mental cruelty as well as physical abuse
- Intimidation and rude gestures
- Threats and extortion
- 'The look' – referred to by children as a form of non-verbal bullying
- Social codes making victims feel they should not tell
- Others may be aware that bullying is taking place, but feel unable to report it or to intervene
- Victim's distress caused by anxiety about future attacks

Racial Harassment

Racial harassment may be defined as any hostile or offensive act - or any incitement to commit such an act - by a person of one racial and ethnic group against a person of another racial or ethnic group. In line with the Local Authority's recommendation, and according to the Stephen Lawrence inquiry, a racist incident is defined as *Any incident, which is perceived to be racist by the victim or any other person.*

Sexual Harassment

Sexual harassment is defined as *making or inciting others to make unwanted verbal or sexual advances, sexually explicit derogatory statements or sexually discriminating remarks which are offensive, threatening or humiliating.*

Harassment against lesbian, gay or transgender pupils

Harassment against lesbian, gay or transgender pupils may be defined as making or inciting hostile or offensive acts or statements, which are derogatory to their sexuality.

Harassment against people with disabilities

Harassment against people with disabilities may be defined as making or inciting others to make any hostile or offensive act or remark because of a person's disability. Specific examples of such behaviour include ridiculing or taunting people with disabilities.

