



EASTINGTON PRIMARY SCHOOL



Policy against Bullying and Harassment (Ref also Race Equality, E-Safety, Confidentiality, Safeguarding and Child Protection policies)

Reviewed Annually



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. To this end, this policy outlines approaches taken by the school:

Prevention – through the school's ethos and a strong sense of value for everyone

Providing a secure structure for the children and adults to be able to report incidents

Intervention. Any behaviour which results in anyone feeling demeaned, threatened, intimidated or bullied by another person, will not be permitted, tolerated or condoned. The person can expect that the school will respond to such behaviour decisively. Incidents will be dealt with as fairly and as quickly as possible. They will be recorded and monitored accordingly.

Anti-bullying & Harassment Policy

Definitions

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

Aims

- To create an ethos in which bullying/harassment are considered to be unacceptable by all members of the school community
- To identify and deal effectively with incidents of bullying/ harassment in the school

Processes

Bullying behaviour can be prevented through a combination of:

- Awareness raising about what bullying is and how it effects people
- Emphasising the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour
- Teaching pupils how to manage their relationships constructively and assertively.
- Help to build an anti-bullying ethos in the school.

- Staff will encourage openness and disclosure of incidents through, for example individual pupil conferencing, circle time, use of the classroom 'worry box' linked to RRSA (Child's Rights and Responsibilities) and questionnaires/reviews etc.

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

There are five key things to remember when responding to a bullying situation:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up shortly after intervention and some time after to check that the bullying hasn't returned.

Procedures to follow:

- When a bullying incident is identified it is important to make a record of who is involved, what happened and how it was followed up (central file in the school office)
- All members of staff are responsible for dealing with incidents of bullying, and these should be dealt with as soon as possible after the incident
- The 'No Blame Approach to Bullying' steps could be used if appropriate
- All matters of bullying to be brought to the attention of the Headteacher and (deputy Headteacher) and where appropriate communicated to the whole staff team. This is particularly necessary to support anyone subject to bullying and to prevent the possibility of further bullying and/or harassment
- Parents/carers to be informed by letter/phone call
- Appropriate action will be taken
- The victim to be informed that action has been taken
- Support for the victim to be provided if necessary including an opportunity to review the situation at any time

Prevention also includes creating an environment whereby children feel safe and clear messages are given as to unacceptable behaviour including, Internet use, assemblies, circle time and constantly reinforcing positive attitudes to and about each other, their ideas, cultures and beliefs.

The legal position

Local Authorities and schools are obliged to carry out their functions in accordance with the duties specified in the Race Relations and Sex Discrimination Acts. More details of these, plus definitions of key terms (including harassment, bullying, racial harassment and sexual harassment) are given in Annex 1.

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 at all in our school, and any incidents of bullying that do occur will be taken very 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 serious incidents of bullying,

and to report to the governors on request about the effectiveness of school anti-bullying strategies through the Standards of Achievement committee. 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). The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body. It may be appropriate for the SENCO to be asked to give advice and support.

Dealing with alleged perpetrators of harassment

Pupil: The wrongdoing 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.

Staff: The member of staff will be interviewed by the Headteacher. The staff member has the right to be accompanied by a friend or union representative. A written record will be kept on the individual's personnel file (according to their terms and conditions of service). In serious cases, the Headteacher may pursue the matter in accordance with the agreed Disciplinary Procedure after seeking advice from the Local Authority.

Member of public or parent/carer: The Headteacher may interview the alleged perpetrator, or write to them. At the discretion of the Head Teacher, and with guidance from governors/chair of governors, the perpetrator may be banned from the premises. Assistance from the police may be sought if necessary.

In all cases, parents are free to contact the Headteacher or Chair of Governors should they have any concerns or questions about the due process.

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 by, for example, accessing an inappropriate website); 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 (or other designated member of the Board) will be consulted; advice from the Local Authority may also be sought.

Permanent exclusions are extremely rare and the last resort after a long disciplinary process. Permanent exclusions will only be enacted after full consultation with the Local Authority and Governing Body (the Pupil Exclusion Panel).

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 for the victim;

- Offering support that is sensitive to their wishes and those of their parents/carers;
- 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;
- Maintaining appropriate confidentiality. Victims will be listened to in confidence prior to steps being taken to understand and improve the situation.

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.

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.

MONITORING INCIDENTS

Incidents of harassment 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 the Local Authority with a statistical base for analysing trends and acting upon these as appropriate.

A record will be kept of incidents of harassment on the following categories

- Non-verbal abuse, including derogatory gestures
- Verbal abuse e.g. spoken insults/name calling
- Damage to property (such as graffiti)
- Literature or other printed materials such as badges
- Bullying, threats or intimidation
- Physical assault or violence

At Eastington we strive to ensure that all who work and learn in the school do so in a safe and positive environment where the rights and beliefs of all are highly valued.

Please also refer to the school's Race Equality Policy, E-Safety, Safeguarding and Confidentiality policies



Eastington Primary School- Staff and Governing Body

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 or gay pupils

Harassment against lesbian and gay 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.

References

Bullying: Don't Suffer in Silence. An Anti-Bullying Pack for Schools. 0064/2000. DCSF, 2000
Social Inclusion: Pupil Support. Circular 10/99. DFE, 1999
Pupil Behaviour & Discipline. Circular 8/94. DFE, 1994
Glos Local Authority *Anti-Bullying Guidance for Schools.*

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Eastington Governing Body

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