



EASTINGTON PRIMARY SCHOOL



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

Reviewed: January 2019

Next review: January 2021



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. In our school harassment or bullying will not be accepted for any reason including racism (related to race, ethnicity, national origin, colour or nationality), sexism, homophobic or transgender (perceived or actual), disability (perceived or actual), SEN, religious or political belief, 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. We take a restorative approach where forgiveness is encouraged to allow relationships to move forward for all involved. Pupils who bully may have sanction put in place to support them in learning how to behave in ways which are acceptable and supportive to others.

Definitions

Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer

influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people feel a strong bond with their peers.

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is a repeated 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 can be premeditated.

Harassment is defined as any kind of unreasonable behaviour which leads to aggressive pressure, threatening or the intimidation of someone else. See appendix.

We recognise cyber bullying (through the use of technology such as mobile phones, internet) as well as face to face bullying. 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.

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, assemblies (anti-bullying theme for assemblies/class follow-up to be undertaken at least once a year) and adult role-modelling.
- Teaching pupils how to manage their relationships constructively and assertively in PSHC, circle time and assemblies.
- Awareness raising with regard to 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 behavior.
- Encourage openness and disclosure of incidents through class worry boxes, pupil conferencing/checking etc
- Teaching children how to use the internet safely and developing/using an acceptable use agreement.

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 found in the Head teacher's office.
- 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. This may involve sanctions for the bully despite finding a way to restore the relationship – this is to support pupil understanding of the seriousness of their actions. File in the bullying file in the Headteachers office.
- Always share information with the headteacher/parents. Bullying issues are usually communicated to the whole staff team to support monitoring/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 has not been repeated.
- If a concern is raised over peer on peer abuse in relation to some areas such as sexual coercion, the designated safeguard leader will be informed and procedures followed in line with the safeguard policy. This may include referring a pupil to support agencies such as Children and Family Support.

Victim Support

Eastington Primary will support victims which may include:-

- 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;
- Considering who else within the school needs to be aware of the incident/s in order that the victim feels secure;
- It may be the case that more serious incidents have an impact upon the whole school. If this happens, the views of the victim may 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 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. A sanction may be put in place. In serious cases, exclusion may be considered.

Sanctions

It may be appropriate to issue a sanction to the perpetrator immediately, by denying them play-time and/or sending them to another teacher/Headteacher.

Other sanctions 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) or permanent exclusion from school is warranted. See exclusion policy.

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).

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 should follow the complaint procedure found in the Complaint Policy.

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 and staff in the aim of eliminated bullying and harassment from our school. The governing body monitors 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 policy.

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 defined as any kind of unreasonable behaviour which leads to aggressive pressure, threatening or the intimidation of someone else. It includes:

- Offensive, derogatory gestures
- Repeated name-calling, insults or derogatory remarks
- Insulting graffiti
- The wearing of provocative badges or insignia
- Dissemination of material that is racist, sexist, homophobic or offensive to people with disabilities etc
- Bullying, threatened or actual physical assault
- Cyber-bullying

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 due to that difference.

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.

