EASTINGTON PRIMARY SCHOOL

Anti-Bullying and Harassment Policy

(Ref also Behaviour, Equalities, Exclusion, E-Safety & Acceptable Use, Safeguarding and Safer Working Practice Policies)

Reviewed: Sept 2024

Next review: Sept 2025

Anti-Bullying and Harassment

Statement of Intent

Our school values underpin all we do at Eastington, including supporting positive relationships and behaviour.

Aiming high together to be:
- Kind – show respect and care
- Cooperative – work well together
- Resilient – keep trying
- Responsible – reflect and learn
- Ambitious – challenge yourself

Eastington Primary upholds the right of everyone to be treated with 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 traveller).

Definitions
Bullying is any behaviour that is **deliberately** intended to **hurt, threaten or frighten** another person or group of people. It is a **repeated** behaviour rather than an isolated incident. It is usually unprovoked, persistent and can continue for a long period of time. It 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.

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 increase understanding of difference as well as similarity.
- To apply school values, the playground charters and classroom charters/rules to ensure children are safe and respected.
- To support children in developing social and emotional skills to equip them with the means of expressing themselves in positive ways.

- To identify and deal effectively with incidents of bullying/ harassment to support both parties involved.

Prevention

Bullying and harassing behaviour can be reduced and prevented through building an ethos of fairness and mutual respect where relationships are highly valued at all levels. At Eastington Primary School we do this through:

- Governors, staff and children treating each other with respect. Modelling behaviour and words which show we value everyone – challenging name calling and especially when related to a protected characteristic/a personal trait.
- Teaching children how to develop healthy, positive relationships and have positive attitudes towards difference through the PSHE curriculum, assemblies.
- Teaching pupils how to manage their relationships constructively through the PSHE/RSE curriculum and assemblies.
- Raising understanding with regard to what bullying is and how it effects people through the PSHE curriculum and assemblies. (This includes the important role that bystanders play in tackling bullying and teaching pupils how to safely challenge bullying behaviour.)
- Teaching children how to use the internet safely through the computing curriculum This is augmented by Y4 Into the Net play, Y6 regular Online safety sessions with the local Beat Officer, Online Safety assemblies.
- Encourage children to take responsibility for actions through signing the school-acceptable use agreement (parents do this with children in Reception and send into school).
- Build strong relationships with children so they can share worries/concerns/ disclose incidents through class worry boxes, pupil conferencing, surveys etc.
- We invite the NSPCC to share positive messages in 'Speak Out, Stay Safe' assemblies and the NSPCC Helpline is displayed in school for children too.

Intervention

- We take a restorative approach to allow relationships to move forward for all involved.
- The school will intervene in bullying/harassment behaviour to ensure the person who has been bullied/harassed is safe. They will be monitored/checked after an incident has been addressed to ensure the negative behaviour has stopped.
- Those who display bullying/harassing behaviours will be helped to understand how their actions have impacted on another and how to behave in positive ways. They may have consequences put in place to support them in learning how to behave in ways which are acceptable and supportive to others. They will be monitored for a period to ensure there is no recurrence of the bullying behaviour/s.

Types of Bullying Behaviours

We recognise physical, verbal and indirect bullying. This can be undertaken face to face or using technology - cyber bullying. (In our school children are not allowed bring/use phones on site. In Y5/Y6 children may walk home alone if parents formally inform the school of this. In this case a child can carry a phone on site in their bag – when they get to class they are expected to put them in a drawer until the end of the day. This will be withdrawn if children do not act within this guidance/misuse their phone.)

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/texts/messages 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

Responding to bullying/harassment situations

All teachers are responsible for dealing with incidents of bullying/harassment
if/when they happen. There is a clear procedure when responding to a situation:

• Never ignore suspected bullying behaviour/harassment. Deal with incidents quickly.
• Listen carefully to all accounts.
• Support should be offered for the person bullied/harassed – this could involve time to talk with a TA, checks being made/diarised after play/lunch times.
• Support should be offered to the person who has displayed the bullying/harassing behaviours to enable them to understand the impact of their words/actions. Adopting a problem solving approach often works best. This will typically involve a discussion of the impact of actions on the victim and the ways behaviour has to change. This may involve consequences for the person who has shown bullying/harassing behaviours– this is to support the person understanding the impact/seriousness of their actions. The person who has been bullied/harassed may/may not be involved in this discussion.
• Share information with both sets of parents.
• Log events (date, pupils involved, role, nature of bullying behaviour, adults involved, actions taken etc) on CPOMS.
• Always share information with other staff needed and always the headteacher via the CPOMS log. Issues are usually communicated to the whole staff team at staff meeting to support monitoring/prevent of further incidents too.
• Instigate/diarise a follow-up discussion with both parties one week and 2 weeks after intervention to check that the behaviour has not been repeated. Depending on the incident/if there are concerns that the issue has not been resolved, then this monitoring may need to be undertaken for longer.
• If concern is raised over a serious incident/s the designated safeguard leader will be informed and procedures followed in line with the safeguard policy/further in this policy. We may seek support from other agencies such as Children and Family Services/the police – we will cooperate and work together with these agencies.

Supporting those who have been bullied/harassed

Eastington Primary will support victims which may include:

• Listening to them in a supportive and active manner;
• Reassuring them that it is not their fault;
• Discussing possible short-term strategies that could help them extricate themselves from situations/find help when needed, considering strategies to develop peer support, considering time to talk further about feelings with a TA if the incident was traumatic;

• Checking the child regularly at break/lunchtime to ensure negative behaviours have not been repeated and the vulnerable child is supported/safe;

• Having a check in with the teacher/TA one week and two weeks after the incident (and longer if needed)

• Considering who else within the school needs to be aware of the incident/s in order that the child feels secure (all staff do duty so typically we share incidents of bullying at SM to ensure pupils can be monitored effectively);

- Communicating with the parents/carers to explain what actions have been taken with respect to their child;
- Signposting families to information/agencies that might be useful if a significant incident;
- It may be the case that an incident has an impact upon the whole class/school. There can be a danger of distortion through rumour/speculation. SLT will evaluate the benefits of sharing information. If necessary, teachers may be asked to explain or how best to support those involved the matter to groups or classes.

Supporting those who have displayed bullying/harassing behaviours

Eastington Primary will help those who bully to understand that bullying behaviours are not acceptable – this may include:

- The bullying/harassing behaviours will be identified and it will be made clear they need to stop as someone has been hurt.
- Pupils may be asked to consider how they have made the other person feel/why they might be displaying the behaviours/how to be a friend/how they can put the situation right.
- We will try to find a restorative way they can make amends. The child will be asked to devise these – it may involve saying sorry, explaining they won't do it again, making a friendship card etc.. Actions to rebuild the relationship with the harassed/bullied person will be undertaken together if appropriate.
- Clear boundaries will be set within which the pupil must work so trust can be restored. Pupils will have a check in meeting one week and 2 weeks after the incident (and longer if needed).
- A consequence maybe put in place – see below.
- Sometimes the class will have focussed work on bullying/harassment in response to an incident.
- In serious/persistent cases, suspension/exclusion may be considered.
- In serious cases the DSL will be informed. Support from other agencies may be sought such as children and family service/the police if needed. We will cooperate with these agencies fully.

Consequences

It may be appropriate to issue a consequence to the person who has exhibited bullying/harassing behaviour. These will vary depending on the degree of physical & verbal bullying behaviour displayed, the difference in age/ability/power/authority between the children involved, any attempt to ensure the incident is kept a secret, the motivation for the behaviour, the persistency & duration of the behaviours.

These consequences could include: withdrawal of break or lunchtime privileges; denial of privilege to carrying out useful tasks in the `class`/school; withholding participation in a school trip/sports event that is not an essential part of the curriculum; withdrawal of access to the school computing system (if the pupil misuses it); asking them to work them to work in another class/with the HT.

In serious or persistent cases, the Headteacher may consider that a suspension or permanent

exclusion from school is warranted. See exclusion policy.

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 child who has been bullied and the child who displayed the bullying behaviours. A reintegration plan would be drawn up by the SLT and shared with the child and parents .

Child on Child Abuse

- **Child on child 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 this abuse is under the age of 18. It can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it captures 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 see it as a "way out" from their day-to-day life and feel a strong bond with their peers, one which they may be lacking at home at that time.
- **All staff** recognise that children are capable of abusing their peers (including online).
- **All staff** should be aware that safeguarding issues can manifest themselves via child on child abuse
- **All staff** should be clear as to the school's procedures with regards to abuse.

Preventative Strategies

Child on child abuse can and will occur on any site even with the most robust policies and support processes. We aim to develop appropriate strategies to proactively prevent child-on-child abuse. In our school:

- We have an open environment where young people feel safe to share information about anything that is upsetting or worrying them-we have class worry boxes to help with this too.
- We have a strong and positive PSHE & RSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through and develop their understanding.
- Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood.
- Staff will consider each issue and each individual in their own right before taking action.
- Young people are part of changing their circumstances and, through pupil voice being heard through class rules being developed, pupil surveys, pupil conferencing for example, we encourage young people to support changes and develop codes of acceptable behaviour in class.

Expected Staff Action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead before taking any further in-school actions. If the staff member is unsure they can always discuss the matter with the DSL.

Assessing Child on Child Abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident

- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred.
- Whether this was a one-off incident, or longer in duration, it is important to deal with a situation of peer abuse immediately.

It is necessary to gather the information as soon as possible to get the true facts. We will try to avoid language that may create a 'blame' culture and leave a child labelled. Staff will typically talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Taking Action
- Gain a statement of facts from the pupil(s)
- Assess needs of those hurt by the harmful behaviours (victim) and those alleged displaying the harmful behaviours (perpetrator) as both may be vulnerable/at risk
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments if necessary
- Convene a risk management meeting if necessary
- Record all incidents and all action taken on CPOMS.

Concerns and Complaints
The school aims to support all children well. A parent who is dissatisfied with the way the school has dealt with a bullying/harassment incident should contact the Headteacher. Should they remain dissatisfied, they should follow the complaint procedure found in the Complaint Policy.

Monitoring Incidents

A record will be kept of bullying incidents using CPOMS. This can be used to record harassment incidents too. Categories of bullying are identified as:

- 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 if present:

- Disability (related to perceived or actual)
- Homophobic (related to perceived or actual)
- Transphobic (related to perceived of actual gender identity or lack thereof)
- Racist (related to race, ethnicity, national origin, colour or nationality)
- Sectarian (related to religious/political belief)
- Cyber (through technology)

Incidents of bullying/harassment will be recorded in order to establish an overview of frequency and type of incidents that occur. This will support the school taking further action such as staff training/PSHE lessons with specific classes etc..

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/harassment, 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 anyother detriment. Failure to deal adequately with complaints or racial or sexual harassment mayresult 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 disabilitiesetc
• 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 anotherracial 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 areoffensive, threatening or humiliating*.

Harassment against lesbian, gay or transgender pupils
Harassment against lesbian, gay or transgender pupils may be defined as making or inciting hostileor 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.