



The Eliot Bank and Gordonbrock Schools Federation



Bullying & Harassment Policy

Agreed October 2012
Reviewed September 2016

Issues of bullying, racial and sexual harassment and harassment on the grounds of disability will not be tolerated by the school. Incidents are seen as serious and as such will be dealt with by a senior member of staff.

1. Aims

The Eliot Bank and Gordonbrock Schools Federation work hard to prevent bullying by implementing the aspects of PSHE, ECM and SEAL. Staff model excellent personal and social skills and encourage children to communicate any issues or concerns. We believe that children/young people being bullied should be supported and assistance should be given to uphold their right to play and live in a safe environment which allows their healthy development.

2. Definitions

There are many definitions of bullying, but we consider it to be:

- deliberately hurtful (physical, verbal or indirect);
- repeated, often over a period of time;
- difficult for victims to defend themselves against; and
- unprovoked

Bullying can be racist, sexist or homophobic.

Harassment is a form of bullying where the intention is to cause insult or injury for specific reasons connected to the recipient's identity.

The CRE defines racial harassment as: "violence which may be verbal, or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

The European Commission defines sexual harassment as: "unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct."

The Lewisham Association for people with Disabilities defines harassment of disabled people as: "any example of behaviour which causes the recipient discomfort or humiliation or which interferes with the recipients work or performance."

Everybody has the responsibility to work together to stop bullying – the teacher, parent / guardian, the child / young person.

We are committed to the early identification of bullying and prompt, collective action to deal with it.

3. Forms of Bullying and Harassment

The school considers bullying to be:

- physical pushing, kicking, hitting, pinching etc
- name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation and the continual ignoring of individuals
- sectarian/racial taunts, graffiti, gestures
- sexual comments and/or suggestions
- unwanted physical contact.

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

4. Systems In Place Which Prevent Bullying

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and group worship, and subject areas, as appropriate, in an attempt to eradicate such behaviour. We recognise that bullying can cause deep emotional distress and have in place systems which prevent it. For example:

- Our culture is one of zero tolerance to bullying.
- We encourage children to tell if they feel they are being bullied. They can tell either a friend, a member of staff or their parent (who must inform the school).
- There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it. These include cyber bullying.
- Our PSHE curriculum and SEAL program addresses bullying.
- Class council when children have the opportunity to tell their teachers what is going on in their world
- Our class buddy system provides opportunity for class of different age groups to work together at regular times throughout the year. This helps to develop strong relationships and 'buddies' feel that they can join in playground activities and look out for one another
- School council where representatives discuss issues of bullying, sometimes hearing directly from the victim and bully.
- Annual children's questionnaire with follow up of issues.
- Staff including Child and Family Support Workers, Mid day assistants, Teaching assistants and Class assistants are constantly vigilant for signs of bullying e.g. children not included on playground games, children not wanting to come to school
- Support Workers work with vulnerable children e.g. friendship circles to specifically support children in the development of social skills and positive relationships.
- New children are given a 'buddy' to show them around and look after them.

5. What Happens If There Is An Incident Of Bullying

When a child has reported an incident to an adult in the school, we ensure that someone other than the victim is asked to locate the perpetrator so that further conflict/bullying is avoided.

Any incident of bullying will be dealt with by a senior member of staff who will:

5.1 Investigate

The school will investigate the allegation through;

- talking with the victim to ascertain what form of the bullying has taken, when and where it has occurred and over what period of time;
- talk with any named witnesses; and
- talk with the alleged bully.

5.2 If The Situation Is Confirmed As One Of Bullying

The school will ensure that both those who bully and the children/young people being bullied will be supported and assistance given to uphold their right to play and live in a safe environment.

5.3. Strategies To Support The Victim

The school will put in place the following strategies to support the victim:

- ensure the victim knows that this is being taken very seriously, that they have done the right thing in letting an adult know and that it will be dealt with;
- notify all relevant staff to ensure the situation is watched;
- ask the victim to name and then organise a trusted adult who they will go to if there should be any reoccurrence;
- ask the victim to name and then organise one or two trusted peers who will help to monitor the situation and support the victim;
- discuss with the victim what sanctions they would like to be imposed on the bully;
- check that they feel happy about how the situation has been dealt with;
- discuss with the victim's parents / carers; and
- set review dates with the victim to ensure that there is no follow up action by the bully.

5.4 Strategies To Deal With The Bully:

It is recognised that some children through ignorance or lack of maturity fail to understand why their behaviour or attitude is unacceptable. It is the task of staff to address this.

- identify the behaviours that are not acceptable;
- discuss the impact on the victim;
- apply sanctions which might include writing letter of apology, loss of playtimes and internal exclusion and going to school council to discuss what has happened;

- in cases of severe bullying or if the bully persists, exclusion; and
- contact parents and meet with them.

5.5 Conflict Resolution

If the victim feels comfortable a meeting will be arranged for the victim and the bully in which they will be supported in understanding each other's point of view.

Circle of friends/ circle time will be organised in the relevant classes so that all children have the opportunity to discuss what has happened and support the resolution process.

5.6 Strategies To Also Be Followed In The Event Of Cyber Bullying

Key national document: "Cyberbullying – Safe to Learn: Embedding Antibullying work in schools"
DCSF-00658-2007

Cyber bullying can take many forms for example:

- sending threatening or abusive text messages or e-mails, personally or anonymously;
- making insulting comments about someone on a website, social networking site (eg: MySpace) or online diary (blog); and
- making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail (such as 'Happy Slapping' videos).

5.6.1 If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time

- advise the child not to respond to the message;
- secure and preserve any evidence;
- inform the sender's e-mail service provider;
- consider delivering a parent workshop for the school community;
- consider informing the police depending on the severity or repetitious nature of offence; and
- inform the LA e-safety officer.

5.6.2 If malicious or threatening comments are posted on an Internet site about a pupil or a member of staff

- inform and request the comments be removed if the site is administered externally;
- secure and preserve any evidence;
- endeavour to trace the origin and inform police as appropriate; and
- inform LA e-safety officer

6. The Involvement And Support Of Parents / Carers

- Parents / Guardians will be advised on policies and procedures in relation to bullying;
- any incident of bullying will be discussed with the child/young person's parents / guardians;
- parental / guardian advice on action will be sought and agreements made as to what action should be taken; and
- advice on coping with bullying will be given.

7. Recording And Reporting Of Incidents Of Bullying / Harassment

We believe that children/young people should know who will listen to and support them. Any advice and assistance should be given by an experienced member of staff.

- the senior member of staff will use the school's incident form to record the incident and subsequent actions;
- incidents of racism will be recorded and reported to the LA and to governors on a termly basis; and
- as of March 2011 incidents of bullying will be recorded and reported to the LA and to governors on a termly basis.

8. Consultation On This Policy

The school will review this policy bi annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

9. Links with Other Policies

Equalities Policy

SRE Policy

SEN Policy

Behaviour Policy

Wellbeing Policy

ICT Policy

E safety Policy