The Eliot Bank and Gordonbrock Schools Federation

Bullying & Harassment Policy

Agreed October 2012
Reviewed September 2016
Reviewed November 2017

This policy is written with reference to DFE advice 'Preventing and tackling bullying.' July 2017 and 'Cyberbullying: Advice for headteachers and school staff' November 2014.

1. <u>Aims</u>

Issues of bullying, racial and sexual harassment and harassment on the grounds of disability will not be tolerated by the federation. Our aim is that through the creation of an ethos of good behaviour, where children treat one another and the school staff with respect, incidents of bullying are minimised. If bullying does occur, incidents are seen as serious. We believe that children 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. <u>Definitions</u>

This policy is written with due regard to the following legislation:

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Children Act 1989
- Keeping Children Safe in Education September 2016

2.1 Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

2.2 Bullying Which Occurs Outside School Premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

3. <u>Definitions</u>

We consider bullying to be behaviour by an individual or a group that is:

- deliberately hurtful (physical, verbal or indirect);
- repeated, often over a period of time;
- intentionally hurtful to another individual or group either physically or emotionally.
- difficult for victims to defend themselves against; and
- unprovoked

4. Forms of Bullying and Harassment

- Cyber-bullying via text messages, social media or gaming, which can include the use of images and video)
- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. See Section 6.5
- Harassment is a form of bullying where the intention is to cause insult or injury for specific reasons connected to the recipient's identity.
- Physical e.g. pushing, kicking, hitting, pinching etc
- Emotional e.g. sectarian/racial taunts, graffiti, gestures, name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation and the continual ignoring of individuals
- Sexual e.g. sexual comments and/or suggestions, unwanted physical contact.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

5. Systems In Place Which Prevent Bullying

Our culture is one of zero tolerance to bullying.

Aspect	Specific Actions
• a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination	• Highly effective behaviour policy in place Clear boundaries for behaviour are set and maintained. • Clear systems of organisation. • Senior leaders make all aspects of safeguarding a priority. Strategic planning ensures all aspects of bullying including information sharing are followed through • Staff including Teachers, Learning mentors, Midday 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 • Learning mentors work with vulnerable children e.g. friendship circles to specifically support children in the development of social skills and positive relationships.

Aspect	Specific Actions
• Involvement of parents so that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want our parents feel confident that we will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We help parents to reinforce the value of good behaviour at home	• news letters • information leaflet • website • annual questionnaire with follow up of issues. • Contacting parents (of perpetrator and victim) at the earliest stage to discuss all incidents of bullying. Follow up regularly.
• Involvement of children so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders	• 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). • Every child has a 'trusted adult.' • Within the curriculum we will raise the awareness of the nature of bullying through inclusion in PSHE, Circle time, assemblies and subject areas, as appropriate • We hold an annual Anti bullying week in which children present their view on bullying • There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it. These include cyber bullying. • Class council regularly discuss issues around bullying • Our class buddy system provides opportunity for classes 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 • Annual children's questionnaire with follow up of issues.
• regular evaluation and updates to our approach to take account of developments in technology	• We regularly update 'acceptable use' policies for computers • Computing curriculum has cyber safety elements in every unit. These are emphasised in all lessons • There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it. These include cyber bullying. • Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Circle time, assemblies and subject areas, as appropriate
• disciplinary sanctions	see Section 6.2
• open discussions about differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities	• Annual 'differences' week • Anti bullying week • There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it.. • Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Circle time, assemblies and subject areas, as appropriate

Aspect	Specific Actions
• use is made of specific organisations e.g. NSPCC or resources for help with particular problems	• Annual 'differences' week • Anti-bullying week • Within PSHE curriculum
• easiness for children to report bullying (inside and outside school including cyber-bullying) so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred	• we have developed a culture where children know they will believed and protected • all adults are trained to deal with disclosures • children can identify their trusted adults • There are regular (at least termly) assemblies which highlight issues about bullying and what can be done about it. These include cyber bullying. • Class council when children have the opportunity to tell their teachers what is going on in their world
• Provision of effective staff training	• there is a regular ongoing program of training and support for all staff.

6. <u>What Happens If There is an Incident of Bullying</u>

When a child or parent 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:

6.1 Investigate
The school will investigate the allegation through;

- talking with the victim/ parent 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.

If the situation is confirmed as one of bullying

6.2 Strategies To Deal With The Bully

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

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. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- sanctions might include writing letter of apology, loss of playtimes and internal exclusion
- in cases of severe bullying or if the bully persists, exclusion; and
- parents will always be contacted and if necessary a meeting will be arranged.

6.3 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.

6.4 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 a trusted adult who they will go to if there should be any reoccurrence. The school will then organise this;
- ask the victim to name one or two trusted peers who will help to monitor the situation and support the victim The school will organise this ;
- discuss with the victim what sanctions they would like to have 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 (and trusted adult or trusted peers) to ensure that there is no follow up action by the bully.

6.5 Strategies to also be followed in the event of Cyber Bullying

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

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 and
- making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail

6.5.1 If A Bullying Incident Directed At A Child Occurs Using Email Or Mobile Phone Technology Either Inside Or Outside Of School Time

We will;

- 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;
- inform the LA e-safety officer; and
- apply sanctions as stated in section 6.2

6.5.2 If Malicious Or Threatening Comments Are Posted On An Internet Site About A Child 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;
- inform LA e-safety officer; and
- apply sanctions as stated in section 6.2

7. <u>The Involvement and Support of Parents / Carers</u>

Involvement of parents is vital to this process whether the child is the victim or the perpetrator. If the child is the perpetrator it is essential that the parent supports the school's actions and confirms to their child that bullying behaviour is unacceptable.

- 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.

8. <u>Support for Staff Who Are Bullied</u>

Bullying of staff, whether by pupils, parents or colleagues, is unacceptable. If such a situation arises then;

- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately

8.1 If A Member Of Staff Is Bullied Online

Staff are given guidance on cyber security and the use social media. Expectations are made clear in the Staff Code of Conduct.

Staff should:

- never respond or retaliate to cyberbullying incidents.
- report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it will up to the school to decide what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

9. 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.

10. Consultation On This Policy

The school will review this policy bi annually with Governors, parents and children and assess its implementation and effectiveness.

11. Links with Other Policies

Equalities Policy

PSHE Policy

Behaviour Policy

Safeguarding Policy

SRE Policy

SEN Policy

Behaviour Policy

Wellbeing Policy

Computing

E safety Policy