

Hartsfield JMI School



Anti-Bullying Policy

Approval Date:
March 2019

Review Date:
March 2021

Name:

Written by: School

Philippa Smith

Approved by Governing body

Name:

Drew Campbell

Hartsfield School Anti-Bullying Policy

Introduction.

The purpose of this policy is to give a clear code of conduct for the use of all adults and children within Hartsfield School. It aims to promote an environment where everyone feels happy, safe, secure and respected.

This policy should be read in conjunction with, and acts alongside:

DfE guidance for "Behaviour and discipline in schools" (January 2016)

DfE "Keeping Children Safe in Education" (September 2018)

DfE "Prevent Duty for Schools" (June 2015)

Equality Act 2010

Hartsfield Equality Policy and Positive Behaviour Policy

Hertfordshire Exclusion Documentation

Rationale and ethos

At Hartsfield, bullying is deemed totally unacceptable. We expect every member of the school community to behave in a considerate and respectful way towards each other.

What is bullying?

We consider bullying to be behaviour, *always repeated over time*, where a child or group of children intentionally hurt another individual or group, physically or emotionally. It is the repetitive nature that makes bullying different from poor behaviour as described in our Behaviour Policy.

We acknowledge that children will encounter friendship problems from time-to-time and that this is different from bullying which involves an imbalance of power between individuals.

Bullying can take two forms; actual hurt or perceived hurt and both are taken seriously.

Bullying can take many forms but the four main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, making remarks on the basis of a person's race, sexuality, gender, religion, disability or sexual orientation. (see Appendix 1 for definitions of racial and sexual harassment, homophobic bullying and a list of protected characteristics)
- Indirect – spreading nasty stories about someone, excluding someone from social groups.
- Cyber-bullying - e.g. offensive texting, inappropriate use of the internet or social media

We will always consider if bullying could be an indicator of extremism or radicalisation, in line with our Prevent training.

What measures are in place to prevent bullying?

At Hartsfield we aim to prevent bullying behaviour through encouraging pupils:

- To build good relationships with others
- Model politeness and respect to children as adults in the school
- To discuss bullying issues through circle time and in PSHCE lessons
- To resolve difficult situations without resorting to bullying or violence
- To ask for adult help in finding a way forward

In keeping with the Equality Act 2010, we understand the need to tackle prejudice and promote understanding. Our teaching of the PSHCE curriculum, involvement in Anti-bullying initiatives and our work with charitable organisations such as NSPCC will cover this at an age appropriate level.

We also have a variety of strategies in place to promote positive behaviour and minimise the chance of bullying occurring. These include:

- Play pals
- Buddy system
- School Council
- Suitable staffing ratios maintained
- Regular anti-bullying week events at school to raise awareness



Recording occurrence of bullying

Any form of bullying will be treated seriously. The School will make it clear that bullying and racist behaviour is unacceptable and will not be tolerated. All such incidents will be responded immediately. All incidents of perceived or actual bullying will be logged and reported to the Headteacher using our CPOMS digital system. Any incidents that could be indicator of extremism or radicalisation will be reported to the police.

Measures for countering bullying of any type at Hartsfield

We will take necessary steps to deal with all forms of bullying (perceived or actual) including physical, verbal, indirect bullying and cyber-bullying (as described above.)

- All cases will be treated as a serious disciplinary matter. The Headteacher will consider if an exclusion is indicated for most extreme cases, in line with Local Authority guide lines and our Exclusion Policy
- When incidents of bullying are alleged, a member of the Senior Leadership Team or Phase Leader will investigate the viewpoints of all involved- both victim and perpetrator. The viewpoints of independent witnesses will also be sort, when available
- All viewpoints will be recorded on CPOMS under the category of “Bullying”
- Parents will be informed of any bullying that is discovered by or to their child, so that school and families can work together to support the child involved
- Disciplinary action will be taken in the form of protective and/or educational consequences. Appropriate consequences will be decided upon in order to protect and educate those involved. Restorative conversations will be conducted, where they could be deemed helpful.
- The emotional impact on the pupils will be considered and support given where needed. The conduct of both victim and perpetrator will be monitored after the event to ensure against reoccurrence.
- Details of incidents will be recorded and monitored by DSPs for safeguarding to identify any possible patterns of behaviour.
- Data regarding all incidents of bullying is collated by the school, shared with the Governing Body, and is published annually on our website. Monitoring of this data by the Headteacher forms a basis for any future actions or training within school.

Procedures for monitoring, evaluation and review

This policy will be reviewed as appropriate to reflect any updates or changes necessary in line with National guidelines. The Senior Leadership Team is responsible for monitoring the effectiveness of the policy.

Complaints procedure

For full details see the school’s complaints procedure.

Appendix 1:

Definition of Racial Harassment

Racial harassment is any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred.

Incidents may include:

1. Threatened or actual physical assault.
2. Verbal abuse.
3. Expression of prejudice calculated to offend others, or to influence the behaviour of others.
4. Racist graffiti (on school furniture, walls or books)
5. Distributing racist literature
6. Wearing of badges or symbols belonging to known racist organisations.
7. Name calling.
8. Teasing in relation to language, religion or cultural background.

It is important to recognise that:

- racial harassment may be one aspect of an incident which also has other dimensions
- teachers may need to deal with comments made by parents or other adults as well as by children
- incidents may involve group as well as individual behaviour
- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendships may lead to racist insults
- racist incidents are not always explicit – for example, a pupil may be called 'smelly' and behind such insults may lie a racist element
- racist behaviour can include for example the telling of racist jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, someone of a different racial or ethnic group
- pupils may be offended by the racist behaviour of other pupils
- racial harassment is not based on intentionality, whether or not the perpetrator intended to harass, or understands the racist content of what she/he has done, effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention.

Definition of Sexual Harassment

Sexual harassment is unsolicited, unwanted, unwelcome and unreciprocated behaviour (sometimes of a sexual nature or with sexual overtones) towards people in less powerful positions.

e.g.

- jokes about dress/appearance behaviour
- offensive visual material
- offensive printed material
- graffiti
- verbal abuse

- offensive gestures / facial expressions
- unwanted physical contact
- physical abuse (threatened or actual)

Sexual harassment is not based on intentionality, whether or not the perpetrator intended to harass, or understands the sexist content of what she/he has done, effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention.

Homophobic Bullying

There are a number of people who may be affected by homophobic bullying. In a primary school setting, bullying is most likely to be where young people live with adults who are or are perceived to be lesbian, gay, bisexual or transgender people. Some pupils may encounter or perceive difficulties because they do not follow rigid gender stereotypes.

Homophobic incidents are recognised and challenged by all members of staff. They may be recorded and monitored in order to measure and manage change over time.

Protected Characteristics

The following protected characteristics, as defined by the Equality Act 2010, include:

Disability

Gender

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Harassment or victimisation on the grounds of any of these characteristics is unlawful and will be acted upon by the school.