

Whybridge Junior School

ANTI-BULLYING POLICY

Subject Leader : Mrs C UYS

This policy will be reviewed in full by the Board of Trustees on a yearly basis.

This policy was reviewed and updated in **September 2017**

Next review date: **September 2018**

Anti Bullying Policy – Behaviour and Safety

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This policy aims to clearly indicate systems for Recording, Responding, Resolving and Reporting act of alleged bullying.

1. Dealing with Bullying

At Whybridge Junior School we believe that

- ❖ *Everyone should be treated with respect and courtesy*
- ❖ *Consideration should be given to other people, their feelings and opinions*
- ❖ *Problems should be discussed and conflict avoided*

What is Bullying?

Bullying includes negative actions against others which are:

- 1. Multiple,**
- 2. Deliberate, and**
- 3. Emphasise an imbalance of power.**

If a negative action against another person has fulfilled these criteria, it is recorded as a bullying incident.

The act of bullying need not be physical. Name-calling, teasing, and isolating individuals from friendship groups can be just as damaging. Indeed, these forms of ‘mental’ or psychological bullying can often be far more damaging to self-esteem, and are more difficult to deal with as they often go unobserved. The special cases of sexual and racial harassment are dealt with separately in the following section.

We all have the right to feel safe and happy, wherever we are, whoever we are. All acts of bullying are in direct conflict with our *code of conduct*.

1.2 Our aims

- ❖ There is no place for bullying in Whybridge School, and our aim is to eliminate it.
- ❖ We will give appropriate support to victims of bullying.
- ❖ We will apply appropriate sanctions to those individuals or groups involved in bullying and will develop a positive plan to change this behaviour.
- ❖ Instances of bullying **that are reported** will never be ignored. They will always be taken seriously, and dealt with in a proper manner.

1.3 Expectations of Pupils

If you are being bullied, or you believe another pupil is being bullied, you must tell someone. This could be your Class Teacher or your parents. Most adults take bullying very seriously, so if the first person you tell doesn’t believe you, tell someone else.

- ❖ Remember that it is not your fault and that it is not normal or acceptable behaviour.
- ❖ Avoid reacting to a bully in a violent manner. Keep calm (they won’t like this) and report the incident as soon as possible.

- ❖ Make sure you follow the school rules and show consideration to others at all times.

1.4 Expectations of Staff

- ❖ Be aware of situations that could reflect instances of bullying – children who appear tense or upset.
- ❖ Be aware of children who are being isolated in class or from friendship groups.
- ❖ React positively to hurtful comments or criticisms that may occur during class discussion, question & answer sessions etc. and reinforce the school's code of conduct and policy on bullying.
- ❖ Ensure that the Deputy Head Teacher is informed in writing of any instance of bullying, and what action you have taken.

Remember that adults can be bullies too and it is essential that all staff, by example:

- ❖ show that problems can be solved by negotiation;
- ❖ deal with problems calmly;
- ❖ show tolerance, courtesy and respect to each other and our pupils/students;
- ❖ foster positive relations with pupils and
- ❖ deal with incidents of bullying promptly.

1.5 Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on bullying. Please encourage your child to

- ❖ Follow the school rules
- ❖ Report instances of bullying

You should

- ❖ Report any concerns about bullying to us promptly
- ❖ Make sure you get feedback
- ❖ Let the school deal with a bullying problem, don't approach alleged 'bullies' yourself.
- ❖ Come back to the school immediately if you have further concerns or a bullying problem appears to be continuing or resurfacing.

1.6 General Information and advice

All schools experience problems of bullying. For most children growing-up involves learning how to build relations with others. This is not always a smooth process as children vie with one another for attention and approval, from peers and parents. Most parents are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

While we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive, and offence can be taken when none was intended. Getting children to talk about upsetting experiences, real or imagined, is far better than leaving them to ‘stew’ over matters. Be aware also that, in school, gossip and rumour are commonplace and conflicts often arise through misinformation.

It is for these reasons that we always try to expose bullying issues as quickly and openly as possible, in a constructive manner.

Unfortunately, for some children ‘bullying behaviour’ outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social & Health Education programme so that these matters can be aired in a frank and open manner.

1.7 Procedures for dealing with incidents of Bullying

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of bullying.

1. Action and support for the victim must be provided as quickly as possible.
2. The Head/Deputy Head Teacher must be informed immediately, in writing, of your concerns.
3. The Head/Deputy Head Teacher must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. A suggested proforma is included at Appendix 3.
4. The Head/Deputy Head Teacher should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
5. Counselling of the bully and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.

6. The 'bully' and his/her parents must be left in no doubt of the school's view of bullying and of the range of sanctions that may be imposed should there be a repeat.

WHYBRIDGE JUNIOR SCHOOL **WHERE BULLYING IS NOT TOLERATED**

- It is important that proper evidence is kept about alleged bullying.
- All members of school staff should take proper notice when pupils make an allegation.
- The school's "Bully Log" is the place to record these.
- Sheets are available in the staff room in the school office, and in the MDAs cloakroom
- Use one sheet for each reported and alleged incident.

REMEMBER

- ✓ The alleged victim should be taken seriously.
- ✓ The form should be filled in correctly- remembering please the year group and class of both alleged perpetrator and alleged victim.
- ✓ Complete the "Action" section and don't forget to put your name and the date at the bottom.
- ✓ You may have already taken action, such as speaking to pupils concerned etc, but the form **MUST** be passed to the headteacher (or in his absence the Deputy).
- ✓ Without these records, accusations such as "this has been going on a long time and no-one has done anything" can easily be defended.



Whybridge Junior School
Log Book for
Alleged Bullying incidents
PUPIL FORM (V)

| Date | Your Name and Class | Name of children who are causing you a problem | What has happened to make you worried? |
|------|---------------------|--|--|
| | | | |

Whybridge Junior School
Log Book for
Alleged Bullying incidents
PUPIL FORM (P)

| Date | Your Name and Class | Name of children who are causing you a problem. | What is your involvement? |
|------|---------------------|---|---------------------------|
| | | | |
| | | | |

2. Dealing with Racial and Sexual Discrimination and Harassment

At Whybridge School we believe that

- ❖ *Everyone should be treated with respect and courtesy*
- ❖ *Consideration should be given to other people, their feelings and opinions*
- ❖ *Problems should be discussed and conflict avoided*

Discrimination - making a distinction between people based on race or gender, and acting on that distinction to someone's advantage or disadvantage.

Harassment - behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Acts of discrimination and harassment are contrary to *our code of conduct*.

2.1 Our aims

- ❖ To treat every child, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities.
- ❖ There is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion in Whybridge Junior School, and our aim is to eliminate them.
- ❖ To extend our pupils' knowledge and understanding of other cultures by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and posters, and the use of music, dance and drama.

2.2 Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your Class Teacher or your parents. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else.

- ❖ Remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone.
- ❖ Avoid reacting to harassment in a violent manner. Keep calm and report the incident as soon as possible.

- ❖ Make sure you follow the school rules and show consideration to others at all times.

2.3 Expectations of Staff

- ❖ All incidents of discrimination and/or harassment must be dealt with positively and immediately.
- ❖ Staff (and parents) must be careful to avoid using patronising language when helping to solve problems with pupils. Be aware of saying things which may worsen the situation such as "don't call him x, he can't help being x/that way."
- ❖ React positively to hurtful comments or criticisms that may occur during class discussion, question & answer sessions etc. and reinforce the school's code of conduct and policy on harassment.
- ❖ Ensure that the Head/Deputy Head Teacher is informed in writing of any instance of harassment, and what action you have taken.

By example:

- ❖ Deal with problems calmly
- ❖ Show tolerance, courtesy and respect to each other and our students
- ❖ Foster positive relations with students
- ❖ Deal with incidents of discrimination and harassment promptly

2.4 Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to

- ❖ Follow the school rules
- ❖ Report instances of discrimination and/or harassment.

Young children may find it difficult to recognise some of the more subtle forms of discrimination e.g. non-inclusion of individuals based on gender or race "this game is too rough for girls".

You should:

- ❖ Report any concerns about racial or sexual discrimination to us promptly;
- ❖ Make sure you get feedback;
- ❖ Let us deal with the problem in school, do not confront the offender yourself;

- ❖ Come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

2.5 General Information and advice

In modern Britain we expect to be treated with a minimum of respect and dignity regardless of our gender or background. This was not always the case, as the struggle for women's and workers' rights earlier in this century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life.

Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during meetings.

Children need affirmation of the value of people of all colours, cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents.

We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance) continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

2.6 Procedures for dealing with incidents of Racial & Sexual Harassment

Procedures for dealing with incidents of Racial & Sexual Harassment

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment. Staff should be sensitive towards the difference between unwitting discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. The Head/Deputy Head Teacher must be informed immediately, in writing, of your concerns.
4. The Head/Deputy Head Teacher must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned.
5. The Deputy Head Teacher should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil, who harasses others, and his /her parents, must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.