

# HERNE JUNIOR SCHOOL ANTI-BULLYING POLICY



## Policy Statement

At Herne Junior School we will not accept behaviour from any member of the school community that aims to cause pain or distress to others: it follows that harassment and bullying, in any form, is unacceptable. Central to this is the principle that **bullying is always unacceptable** and that **all pupils have a right not to be bullied**.

## What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the Internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

## The Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>  
<https://www.gov.uk/guidance/equality-act-2010-guidance>

## Types of discrimination

It is against the law to discriminate against anyone because of:

- Age.
- Being or becoming a transsexual person.
- Being married or in a civil partnership.
- Being pregnant or having a child.
- Disability.
- Race including colour, nationality, ethnic or national origin.

- Religion, belief or lack of religion/belief.
- Sex.
- Sexual orientation.

<https://www.gov.uk/discrimination-your-rights/types-of-discrimination>

## **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. If school staff feel that an offence may have been committed they should seek assistance from the police.

## **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Cyber-bullying**

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.

## **Prevention**

At Herne we aim to create an ethos of good behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Our 'Harmony Values' promote respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others.

## **Our Harmony Values**

- RESPECT - We have the right to be respected.
- COLLABORATION - We work together as a team to achieve more.
- ENJOYMENT - We enjoy our learning.
- HONESTY - We are open and honest.
- MOTIVATION - We are motivated to succeed.
- RESPONSIBILITY - We take responsibility for our actions.

## Anti-Bullying Week

At Herne we actively promote 'Anti-Bullying Week' in our assemblies and through communications to parents and the children. This is usually in November. The link below takes you to more information and is updated regularly.

<http://www.antibullyingweek.co.uk/>

## Intervention

At Herne we 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 also 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.

## Dealing with bullying at Herne

- Any child who feels that they are being bullied or harassed should be encouraged to tell an adult in school as soon as possible. Children, who for whatever reason, find this difficult, should be encouraged to seek support from one of the Herne Guardians, who will in turn support them in seeking adult help.
- If the victimised child is distressed and/or hurt, the first priority is to take them somewhere where they will be safe from any further aggravation and to offer comfort and/or first aid as appropriate. When the child is calm, they should be questioned using TED (Tell, Explain, Describe) about what has led to their distress.
- Any member of staff to whom an incident of bullying or harassment is reported should make the time to listen to the victimised child(ren) in order to clarify details. Other children involved, including witnesses, should also be questioned. If it is impossible for a member of staff to deal with an incident immediately, they should refer the incident to someone who can deal with it, preferably someone the victimised child knows and trusts. Support staff must pass on all information about incidents reported to them to the child's class teacher.
- If the member of staff dealing with an incident is satisfied, after full investigation, that bullying is involved (as opposed to the incident being a playground dispute or an accident) they should record full details of the incident on a **Hampshire Bullying & Racial Incident Record Form** which can be obtained from the Headteacher and returned to them for filing when complete. These can be found in the Anti-Bullying folder on the shelving behind the door in the Headteacher's office if no one is available.
- Incidents involving any kind of racism should also be recorded on the **Hampshire Bullying & Racial Incident Record Form** (as above).
- Each incident involving bullying and/or harassment will be evaluated and dealt with individually. Emphasis will be placed on the fact that it is the behaviour that is not acceptable, not the person or persons involved in carrying it out. Sanctions will be applied in accordance with the seriousness of each individual incident, but are likely to include one or more detentions and/or the placing of the antagonist(s) on report. More serious/repeat offences are likely to result in exclusion. In some cases it may be necessary to involve the police.
- The parents of both parties should be informed about all incidents where the school is satisfied that bullying and/or harassment has occurred. Antagonists should be

made aware of the seriousness of what they have done and the likely sanctions to be applied if the unacceptable behaviour does not stop.

- Pastoral support should be made available to both parties involved in more serious incidents and alternative strategies that could be used by both antagonist and victim should be discussed with them in order to avoid the same behaviour patterns recurring in the future.
- The member of staff who has dealt with a particular incident will be responsible for monitoring the parties concerned until such time as they are satisfied that the unacceptable behaviour has ceased.
- The school currently has a member of staff who will follow-up lunchtime incidents so that victims can be informed as to the outcome of an investigation, where one was warranted.
- Some children prefer to leave it until they go home before reporting that they have experienced bullying or harassment in school. Parents should be encouraged to report to the school any such incidents and give the school the chance to investigate the incident thoroughly by speaking to all parties. After investigation, the member of staff dealing with the incident should report back on the outcomes to the parents concerned as soon as possible, preferably within 3 working days.
- The school will consider using ABCC charts and/or IBPs (Individual Behaviour Plans) to support the antagonists if this is deemed helpful (see the school's 'Good Behaviour Policy')

**We will also:**

- Involve parents to ensure 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. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- Involve pupils. All pupils should understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluate and update our approach to take account of developments in technology (e.g. cyber-bullying), for instance updating 'acceptable use' policies for computers.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as Looked After Children or those with caring responsibilities. We will teach children that using any prejudice based language is unacceptable.
- Use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- Provide effective staff training. Ensuring that all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Make it easy for pupils to report 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 outside school including cyber-bullying.

- Create an inclusive environment. We will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue (see 'Harmony Weeks' above).

### **Useful Links**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  
<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

### **Monitoring Arrangements**

This policy will be monitored by the Headteacher and Pupil Support & Guidance Manager.  
This policy will be reviewed at least annually in line with relevant statutory guidance.

### **Review Date**

September 2017