

# HAWKESBURY PRIMARY SCHOOL



## Anti-Bullying Policy

### Rationale

Bullying will not be tolerated at Hawkesbury CE VC Primary School and we recognise that it is not confined solely to relationships between young people but all members of a school community. It is the right of everyone to be able to work and learn in a safe and happy environment where bullying does not take place. The school ethos should reflect a place where individuals have respect for themselves and each other.

### Definition of bullying

Bullying is considered to be deliberately hurtful (including aggression), repeated often over a period of time and is difficult for victims to defend themselves against. We do not use the term 'bullying' to describe the general rough and tumble of school life.

Bullying can take many forms; physical, verbal, emotional and virtual (commonly known as 'cyber-bullying' which can occur in or outside school).

There are different kinds of bullying. These include:

- HOMOPHOBIC. Bullying because of sexual orientation. This might include using words such as 'gay' as an insult.
- TRANSPHOBIC. Bullying towards people who are transgender or transsexual.
- RACIST. This involves treating people differently because of their race, the colour of their skin, their beliefs and family origins. This form includes using offensive language that describe races.
- CLASSIST. This involves treating people poorly because they come from a particular social class.
- LOOKIST: People treated differently because of their appearance (e.g. weight, hair colour, glasses etc)
- SEXIST: Something because of gender.
- RELIGIOUS. This might include poking fun of religious beliefs and traditions or treating people without respect because of their faith.
- XENOPHOBIC. When people are treated badly because they are from a different country.
- DISABILIST. Bullying of people who have disability (e.g. offensive language)

### Aims

- To ensure that everyone knows what bullying is and the effect it can have on a place of work for all involved.
- To make known that all incidents of bullying will be taken very seriously and will be dealt with to the best of our ability.
- To provide an environment where expectations are clear and where everyone understands the nature and consequences of bullying.
- To have a policy in place which is agreed by all and which is consistently applied.
- To establish an ethos which promotes trust and caring and where positive behaviour is encouraged.
- To have strategies in place which deal with any bullying which might occur and which help both victim and bully.

- To operate a policy against bullying in accordance with the school policy on behaviour and discipline.

### **Guidelines**

- Positive behaviour is to be encouraged and praised at all times and an ethos fostered where it becomes clear that bullying is not acceptable. Respect is one of our core school values. Pupils are aware of their responsibilities with technology and agree to acceptable use statements.
- Class based activities eg PHSE will include bullying issues and coping strategies, class rules will be used to encourage an ethos of intolerance to bullying.
- All incidents of bullying, suspected or actual, must be reported to the Headteacher.
- As soon as an incident or possible incident is identified, the school will take the problem seriously, investigate and decide on an appropriate action to be taken. Measures will be applied fairly, consistently and reasonably taking into account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- Initially a 'no blame' strategy will be implemented (see Appendix 1).
- If progress is not made after initial concerns, parents will be involved.
- Strong measures, including exclusion, may sometimes be necessary.
- If after careful monitoring, bullying is still taking place, outside agencies may be called in to give support and advise to the child/children, their families and to the school.
- Staff will be kept informed of any incidents and action taken and records kept.
- Investigation into the reasons for the bullying might reveal concerns for the safety of the perpetrator. The school will consider whether or not the child engaging in bullying requires support.

### **Tackling discrimination**

Harassment on account of any of the protected characteristics under the equalities act is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Bullying is dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, religion, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

## Types of discriminatory incident

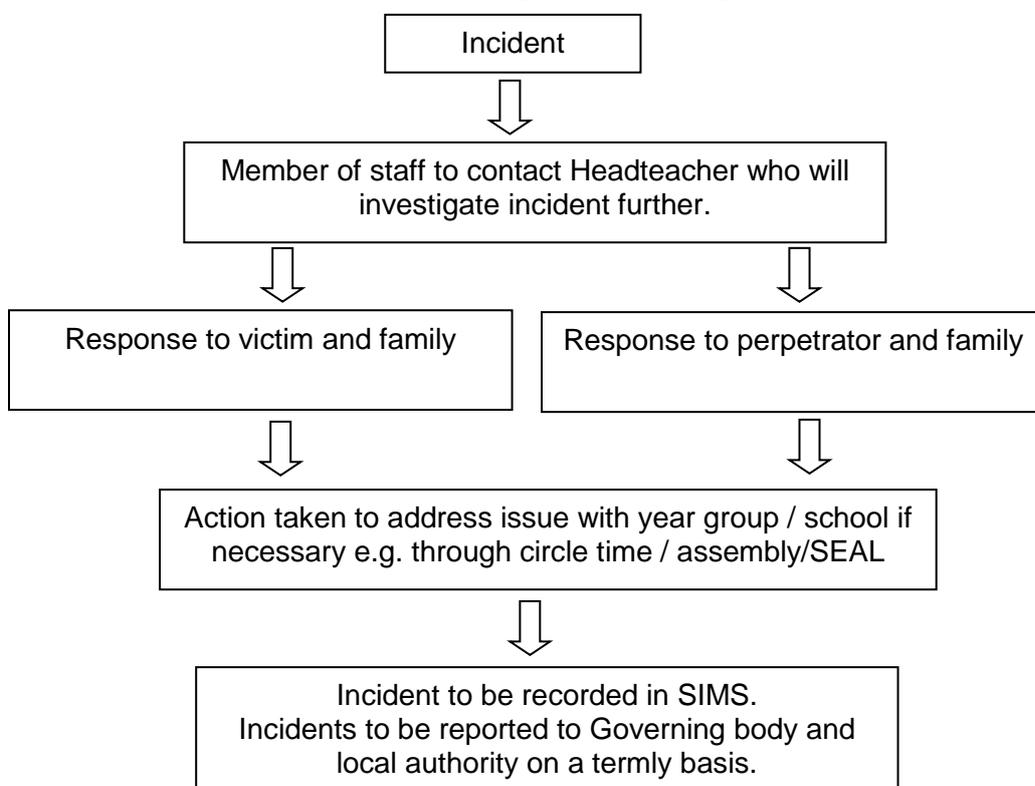
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations, religions and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, religion, gender, disability or sexual orientation.

## Responding to and reporting discriminatory incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting incidents is outlined below:



**CONCLUSIONS**

We will look for opportunities for raising awareness of bullying issues.

This policy needs to be read in conjunction with the discipline and behaviour policy and appendices: 'No blame approach to bullying' and 'A parent's guide'.

Agreed at the Full Governing Body meeting 28<sup>th</sup> February 2017, agenda Item 11.

Signed: ..... Chair of Governors

Review Date: Autumn 2018

Equalities Impact Assessment: Completed

## Hawkesbury CE VC Primary School

### The 'no blame' approach to bullying.

**Bullying in any form will not be tolerated in our school. If an incidence is reported then the following steps are carried out.**

1. In talking to the child who feels they have been bullied we ask that he / she draws a picture or writes about how they feel. *This can be distressing for the teacher as these representations can be savage and explicit.*
2. The teacher / Head teacher meets with the group which includes those whom the child feels is responsible, and explains how the child feels. The group should only be about 6 children. The pictures / words may be shown.
3. The group, with the guidance of the teacher / Head teacher, draws up a list of actions which should help the child. This may include ideas about helping in class or joining in games during playtime. It is agreed to meet the following week.
4. A week later the bullied child is then asked how things have gone.
5. The group is drawn together again and progress reported. If things have improved the group is praised.
6. The process is repeated for up to 3 meetings. If progress has not been perceived then the next stage of the behaviour policy is invoked.

The children of Hawkesbury school have been consulted as to what they perceive bullying to be. The definition they came up with is:

***“Bullying is hurting someone several times on purpose.”***

Further information for parents is available online