GWINEAR SCHOOL
BULLYING AND HARASSMENT POLICY

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GWINEAR COMMUNITY PRIMARY SCHOOL

BULLYING AND HARASSMENT SCHEME

INSPIRING OUR FUTURE



We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school.

Bullying will always be taken seriously. Bullying will never be tolerated.

Definition of 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, social media or gaming, which can include the use of images and video) and 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.

See 'Preventing and Tackling Bullying', DfE July 2017

One off incidents can bear many characteristics of bullying. Such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved. It is also possible for members of staff to be bullied by the children in their care or by other adults.

Types of Bullying

Bullying may take various forms, including:

Physical:

- Kicking, hitting, prodding, pushing, spitting or other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch).

Verbal/Psychological:

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments eg in relation to appearance.

Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying.

Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (eg) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of race, gender, sexual orientation, ability (etc, as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Not actively discouraging such material from within the school community
- Refusing to use one's chosen name or personal pronoun
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual
- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

Sexual:

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution / display of pornographic material aimed at an individual

- Graffiti with sexual content aimed at an individual.

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

Gifted / Talented:

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability.

Cyber-bullying

'Virtual' bullying can occur in or outside of school. It has a potentially bigger audience. Search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Pupils are not allowed to have mobile phones at Gwinear School. If they need to bring a mobile phone (eg in order to contact their parents after school), the phone must be left on the Headteacher's desk for the day.

The above categories of bullying are not mutually exclusive.

The Effects of Bullying

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bully themself and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

Links to Other Policies

This scheme impacts upon and should be used in conjunction with the following complimentary policies:

- Equality and Diversity Scheme
- Behaviour policy
- Positive handling policy
- Safeguarding policy
- Adult protection policy.

Behaviour Policy

The various strategies of our behaviour policy aim to encourage good behaviour and consideration towards others. If the behaviour policy is implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences, which are swiftly and effectively dealt with.

Our behaviour policy promotes a positive whole school approach to behaviour. This is done by:

- enhancing the self-esteem of all members of the school community

- clearly stating the boundaries of acceptable behaviour (rules)
- reinforcing positive habits (rewards)
- encouraging personal responsibility
- developing interpersonal skills
- responding promptly, firmly and consistently to pupils who test boundaries (sanctions)
- striving to understand that children understand and experience the world in different ways.

Restraint

When children become aggressive and threaten their own safety, that of others or persistently disrupt the discipline and learning of the class, reasonable force may be used in accordance with our restraint policy. This will be recorded on our Team Teach record, which is kept in the school office. Staff who need to use restraint will be trained in Team Teach techniques. Children who are considered likely to require such intervention will have a specifically designed Behaviour Support Plan which will detail how we can best support them when in crisis.

Strategies for the Prevention of Bullying

A proactive approach to **teaching and learning** will help to engage children in learning, build self esteem and make children part of the Gwinear School learning team. We shall consider different learning styles and provide a curriculum that aims to be of interest to all pupils.

We recognise that the **example that is set by adults** in their relationships with other adults and with children will have a great effect on the way that children behave towards others.

We **raise an awareness of bullying and its effects** both on the victim and on the bully through circle time, assemblies, role play, workshops, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issues as well as diversity awareness raising work. Such work is regularly embedded in the general curriculum, in order that such messages are not forgotten.

By raising awareness we aim:

- to create a culture where bullying is not accepted and does not happen
- to encourage those who are bullied to tell an appropriate person
- to help individuals cope with bullying
- to help individuals to respond to bullying.

Our curriculum is inclusive of all strands of equality, and through such inclusion we aim to encourage open questioning and exploration of each individual self. We believe that by creating such an ethos, bullying is less likely to occur, as children are routinely taught that difference is not something to be feared, but something to be embraced.

Our equality scheme sets out how we will '**openly discuss 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. Schools can also teach children that using any prejudice based language is unacceptable.' (Dfe 2017, Tackling Bullying)

All of those strategies which are set out in our behaviour policy to **promote good behaviour** will help to prevent bullying.

Co-operative and inclusive behaviour is encouraged e.g. through circle time, group work, the example of adults in the school and a strong school identity.

The development of **a caring, supportive and trusting relationship between adults and children** will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously.

Other people within the school also have an important role to play in the prevention of bullying:

- Any person may act to prevent situations which they see arising. Staff will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and **in reporting to key members of staff**. Children will be taught to report and support individuals who may be being bullied.
- **Bullybusters** may be appointed to work with a named child, encourage good play or intervene where children are being unkind or when a child needs a friend.
- Relevant access **to outside agencies and support** will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to **teach** such **individuals** these vital skills.

We will continually **evaluate our provision at playtime**, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

Reporting and Recording Bullying

Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents will be reminded to report any concerns that they have.

Support staff are asked to refer incidents of bullying to a teacher or the Headteacher.

Reports of bullying among staff should be promptly reported to the Headteacher who will act or offer advice accordingly.

Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

All reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

It is essential that all bullying incidents of a phobic/ racist/ disablist nature are recorded in writing immediately after the incident by the class teacher or Headteacher on the whole school behaviour and bullying log.

Responding to Bullying – the Bully

If bullying does occur, in all cases the bully will be made aware that bullying will not be tolerated.

Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly.

The response will depend on the severity of the incident. The response may include:

- discussion between adult and bully(ies) or adult and victim

- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- note taking and record keeping where appropriate.
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
- class discussion in circle time (no names).

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy – to demonstrate to the bully and others that bullying is wrong
- discussion with parents, both to inform parents and to find a way forward together
- fixed term exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)
- If appropriate, we will seek the support of the behaviour service.

We must remember that for a child who bullies this can often be their only presented identity and one in which they feel comfortable and secure. Bullies can often wish to present a more socially acceptable model, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support both the victim and the bully. This should include allowing the bully ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting the Victim

Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan 'Tell an Adult' will make this idea more memorable. Our children have been told that 80% of bullying is witnessed by onlookers and they are have a responsibility to do something if they witness unkindness.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations.

Responding to Bullying of Adults

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among staff should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include:

- abuse on-line or via text message
- interfering with electronic files
- deliberate exclusion from online groups, forums or networks
- undisclosed covert filming or photography of an individual
- setting up or promoting inappropriate websites
- inappropriate sharing of images from webcams / mobile phones, etc
- interfering with e-mail accounts.

We aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

The ICT co-ordinator is able to monitor all children's saved files. This allows us to check for inappropriate activity. We filter internet access and websites to which the children can gain access.

Roles and Responsibilities

All adults at school have a part to play in preventing and responding to bullying. If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains and sadness.

Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice bullying. These may include the Behaviour Support Service, the Education Welfare Officer or staff from Anti Bullying in Cornwall (ABC).

Such groups will also be approached to provide staff training as necessary.

Bullying Outside of the School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. We aim to teach children to behave responsibly within school and outside of school.

Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee

- talking to pupils about how to handle bullying outside of the school's premises.

Implementing the Policy

Staff, pupils, parents and governors have been consulted during the original drawing up of this policy. The response to bullying needs to be consistent as set out in this policy.

Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

Monitoring, Evaluating and Reviewing the Policy

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be through the annual questionnaire for parents and pupils and through the School Council and staff discussion.

The policy will be reviewed and if necessary updated biannually.

Reviewed 2008, 2009, 2010, Nov 2011, Nov 2012, Dec 2013 by Helen Scholes
Reviewed Oct2016, Dec 2018 by Lee Gardiner

Further Sources of Information

Department for Education resources (from 'Preventing and Tackling Bullying', Dfe July 2017):

DfE Behaviour and Discipline in Schools Guidance
Mental health and behaviour in schools advice for school staff
Counselling in schools a blueprint for the future: advice for school leaders and counsellors Keeping Children Safe in Education (KCSIE)
Working together to safeguard children

Legislative links:

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
Power to tackle poor behaviour outside school
The Equality Act 2010

Specialist organisations:

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
Digizen: provides online safety information for educators, parents, carers and young people.
Intenet Matters: provides help to keep children safe in the digital world.
Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT:

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying .
EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom. Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

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