



CATALYST
ACADEMIES TRUST



Somers Heath Primary School

Anti-Bullying Policy

PRINCIPLE:

Everyone, children and adults, at Somers Heath Primary School have:

- The Right to Learn & Work
- The Right to Respect
- The Right to Safety

What is Bullying?

Bullying in the wilful, conscious desire to hurt or threaten or frighten someone else. The behaviour is repeated, or has the potential to be repeated, over time.

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 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.

OUR AIMS:

- there is no place for bullying in Somers Heath Primary 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.
- Problems should be discussed so that conflict can be avoided.

EXPECTATIONS OF PUPILS

If you are being bullied, or you believe another pupil is being bullied, you must tell someone. This could be any member of Somers Heath Primary School staff or your parents/carers. Most adults take bullying very seriously, so if the first person you tell doesn't believe you, tell someone else. You must also:

- 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 code of conduct and show consideration to others at all times

EXPECTATIONS OF STAFF

Staff should:

- be aware of situations that could reflect instances of bullying – children who appear tense, withdrawn, quiet or upset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 and answer sessions etc and reinforce the school's code of conduct and policy on bullying
- ensure that Senior Leadership Team are informed in writing of an instance of bullying, and what action you have taken
- 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/students
- deal with incidents of bullying promptly

EXPECTATIONS OF PARENTS

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

- follow the code of conduct
- help children to understand what bullying actually is
- report instances of bullying

Parents/carers should

- report any concerns about bullying to us promptly
- make sure they get feedback
- let the school deal with a bullying problem and not approach alleged bullies directly
- come back to the school immediately if there are further concerns
- support the school appropriately if their child is accused of bullying

GENERAL INFORMATION AND ADVICE

All schools experience problems. 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/carers 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 worry over matters. In school, gossip and rumour are commonplace, and conflicts often arise through misinformation.

It is for these reasons that we always try to confront bullying issues as quickly, constructively and openly as possible.

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 and Health Education programme so that these matters can be aired in a frank and open manner.

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 concern must be recorded on Arbor and the Leadership Team (lead teacher or above) must be made aware.
3. The Leadership Team must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned
4. The Leadership Team 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. The 'bully' and his/her parents must be left in no doubt of the school's view on bullying and of the range of sanctions that may be imposed should there be a repeat.

DEALING WITH RACIAL AND SEXUAL DISCRIMINATION AND HARRASSMENT

At Somers Heath Primary 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.

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 Somers Heath Primary 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.

EXPECTATIONS OF PUPILS

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be any member of Somers Heath Primary School staff or your parents/carers. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else. You should also:

- 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 code of conduct and show consideration to others at all times.

EXPECTATIONS OF STAFF

Staff should:

- monitor the pupils involved and log all reported incidents
- ensure that all incidents of discrimination and/or harassment are dealt with positively and immediately
- be careful to avoid using patronising language when helping to solve problems with pupils
- react positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment
- ensure that the Senior Leadership Team is informed in writing of any instance of harassment, and what action you have taken
- deal with the 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

EXPECTATIONS OF PARENTS/CARERS

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

- follow the code of conduct
- report instances of discrimination and/or harassment

Young children may find it difficult to recognise some of the more subtle forms of discrimination, eg 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 there are further concerns or a problem appears to be continuing or resurfacing.

GENERAL INFORMATION AND ADVICE

In modern Britain we expect to be treated with 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 the last 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 meeting. 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.

PROCEDURES FOR DEALING WITH INCIDENTS OF RACIAL AND 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 Senior Leadership Team must be informed immediately, in writing, of your concerns
4. The Senior Leadership Team must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form and incidents reported to the LA on a termly basis.
5. The Senior Leadership Team 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.