

Girnhill Infant School



'Where everyone is valued and futures matter'

Anti-Bullying Policy

Introduction

It is a government requirement that all schools have an anti-bullying policy. The DFES guidance for schools under two headings:

'Don't Suffer in Silence' and 'Bullying'

A Charter for Action has been used to support this policy.

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against. It can take many forms but the main types are:
 - Physical - hitting, kicking, taking another's belongings
 - Verbal - name calling, insulting, making offensive remarks
 - Indirect - spreading nasty rumours about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones/social networking sites etc. Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Within school, we will pay particular attention to:
 - Racial harassment and racist bullying
 - Sexual bullying
 - The use of homophobic language
 - Bullying of pupils who have special educational needs or disabilities - *See Appendix .*

Aims and objectives

Bullying is wrong and damages individual children. We therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

School adheres to the Equality Act 2010 and upholds the 9 protected characteristics within it - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. (Please see appendix 2 for definitions of each characteristic.)

Definitions of Bullying

- **Homophobic Bullying**

When someone treats you badly because of your sexuality or gender identity.

- **Racist Bullying**

A type of racism where someone's bullying focuses on your race, ethnicity or culture.

- **Transphobic Bullying**

When someone treats you badly because of your gender.

- **Cyberbullying**

Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.

- **Peer on peer bullying**

Peer on peer bullying features physical, emotional, sexual and financial abuse of a child/young person by their peers.

The role of the local governing body

The local governing body supports the headteacher in all attempts to eliminate bullying from our school. The local governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The local governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The local governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the local governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the local governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the local governing body about the effectiveness of the anti-bullying policy on request. The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of

bullying. The headteacher sets the school climate of mutual support and praise for success, through a values based curriculum, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

All incidents of bullying that occur both in and out of class are recorded and reported to a member of SLT. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the behaviour book, and report it to a member of SLT.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher, deputy headteacher and/or Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as social services. All members of staff undergo training, attend staff briefings which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

School use a range of methods to help prevent bullying and to establish a climate of trust and respect for all, including: - • Have you filled a bucket today?

- Detective Dog,
- Assemblies
- Value of the month
- Circle time
- Stories

The curriculum is used to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

The "Class Bucket" is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our school and children develop the school aims which are based on support, mutual respect and teamwork.

The Curriculum

The issue of bullying is addressed throughout the curriculum in all year groups. School holds an anti-bullying week annually in support of the National Anti-bullying week and the issue of bullying is also visited consistently throughout the school year through assemblies and individual class activities. The 12 Values chosen by school also contribute towards the constant need to maintain the profile of antibullying across school. The 3 School Rules "Look after yourself", "Look after each other" and "Look after this place" are constantly referred to throughout school life. Lunchtimes are well organised and provide opportunities for children to be active and work together and thus reducing the risk of bullying occurring.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to the local governing body half-termly or on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness. They do this by examining the school's behaviour book, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in July 2020. The policy will be publicised to parents annually via a school website.

APPENDIX 2

This information has taken from:

http://www.direct.gov.uk/en/Employment/ResolvingWorkplaceDisputes/DiscriminationAtWork/DG_10026670

What is bullying at work? (By Pupils, Parents or Other Staff)

Bullying at work is when someone tries to intimidate another worker, often in front of colleagues. It is usually, though not always, done to someone in a less senior position. It is similar to harassment, which is where someone's behaviour is offensive. For example, making sexual comments, or abusing someone's race, religion or sexual orientation.

You cannot make a legal claim directly about bullying, but complaints can be made under laws covering discrimination and harassment. If you are forced to resign due to bullying you may be able to make a constructive dismissal claim.

Examples of bullying behaviour

Bullying includes abuse, physical or verbal violence, humiliation and undermining someone's confidence. You are probably being bullied if, for example, you are:

- constantly picked on and humiliated in front of colleagues regularly,
- unfairly treated
- physically or verbally abused,
- blamed for problems caused by others
- given too much work to do, so that you regularly fail in your work
- regularly threatened with the sack
- unfairly passed over for promotion or denied training opportunities

Bullying can be face-to-face, in writing, over the phone or by fax or email.

Before taking action

If you think you are being bullied, it is best to talk it over with someone. Sometimes what seems like bullying might not be.

For example, you might have more work to do because of a change in the way your organisation is run. If you find it difficult to cope, talk to your manager or supervisor, who might be as concerned as you are. Sometimes all it takes is a change in the way you work to give you time to adjust. What to do if you are bullied at work:

Employers have a 'duty of care' to their employees and this includes dealing with bullying at work. There are measures you can take if you are being bullied.

- **Get advice**

Some employers have specially trained staff to help with bullying and harassment problems. They are sometimes called 'harassment advisers'. If the bullying is affecting your health, visit your doctor.

- **Talk to the bully**

The bullying may not be deliberate. If you can, talk to the person in question, who may not realise how their behaviour has been affecting you. Work out what to say beforehand. Describe what has been happening and why you object to it. Stay calm and be polite. If you don't want to talk to them yourself, ask someone else to do so for you.

- **Keep a written record or diary**

Write down details of every incident and keep copies of any relevant documents.

- **Making a formal complaint**

Making a formal complaint is the next step if you can't solve the problem informally. To do this you must follow your employer's grievance procedure.

Some awkward situations

Below are some examples of awkward situations you might face at work and suggestions on how they could be handled.

- **The bully is your manager and the grievance procedure says that is whom you should speak to**

Make the complaint in writing to your line manager and ask that it is passed on to another manager to look into. If that doesn't happen, or isn't possible, make the complaint to your boss's manager or HR department.

- **The person bullying you is a sole trader or the firm's managing director or owner**

Follow the grievance procedure. It may help you later if you have to take legal action against your employer.

- **Your boss is violent and abusive towards you and you are afraid to make a complaint.**

If you think that making a complaint will cause further bullying or harassment, you don't need to follow normal grievance procedures. In cases like this, you can still then take legal action if you wish.

What about taking legal action?

Sometimes the problem continues even after you have followed your employer's grievance procedure. If nothing is done to put things right, you can think about legal action, which may mean going to an Employment Tribunal. Get professional advice before taking this step.

Remember that it is not possible to go to an Employment Tribunal directly over bullying. Complaints can be made under laws covering discrimination and harassment. If you have left your job because of bullying, you might be able to claim unfair 'constructive' dismissal. This

can be difficult to prove, so it is important to get advice from a specialist lawyer or other professional.

Where to get help

Visit the employment contacts page for more information on where to get help with employment issues. You can also get advice and support from your trade union.

APPENDIX 2 THE EQUALITY ACT 2010 - 9 PROTECTED CHARACTERISTICS

Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

As before, the Act puts a duty on the employer to make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment (for example, by providing assistive technologies to help visually impaired staff use computers effectively).

The Act includes a new protection from discrimination arising from disability. This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (for example, a tendency to make spelling mistakes arising from dyslexia).

This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability.

This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

Additionally, indirect discrimination now covers disabled people. This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful. The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected - so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured

Marriage and civil partnership

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. You must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Breastfeeding is now explicitly protected, and needs to be brought to the attention of the providers of e.g. our catering services, or any on-campus retail outlets.

Race

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Religion or belief

In the Equality Act, religion includes any religion. It also includes no religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or no belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

This characteristic includes having a religion or belief and not having one. It does not include political beliefs, scientific beliefs, or supporting football teams. However, there has been a tribunal case where a belief in manmade climate change met the threshold of the belief being 'cogent, serious and worthy of respect in a democratic society.' We have to be mindful of this threshold when determining if a person's belief falls under the protection of the Equality Act. It is important to note that minority religions are treated with the same consideration and respect as more prominent religions.

Sex

Both men and women are protected under the Act.

Sexual orientation

The Act protects bisexual, gay, heterosexual and lesbian people.

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This policy was reviewed in September 2019 and ratified by governors on 2nd October 2019.