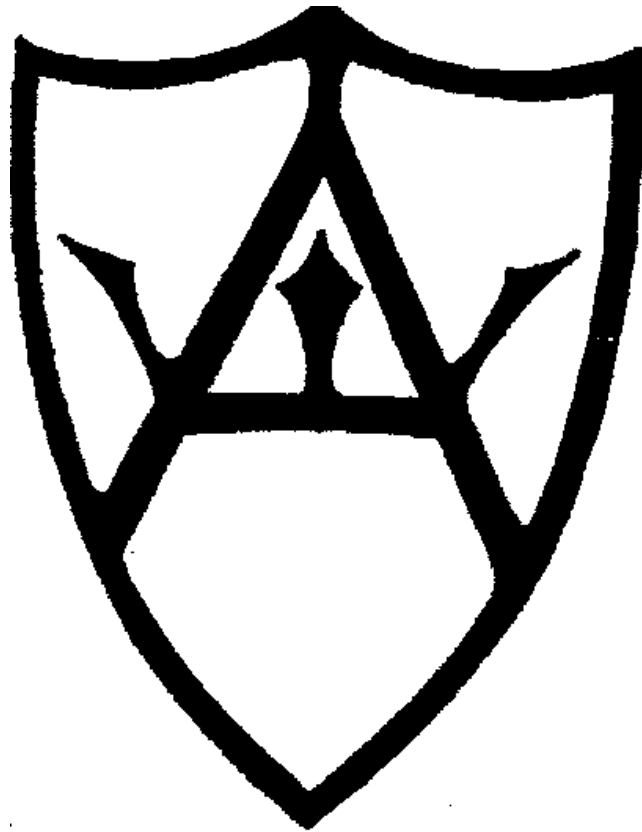


Alfriston School



Anti-bullying Policy

Reviewed: Sept 2016

Approved by FGB: Sept 2016

Next Review: Sept 2017

We, the staff and governors of the School, strongly disapprove of any form of bullying. We define bullying as "the wilful, conscious intention to hurt, threaten or intimidate someone else".

However we recognise that bullying is on a spectrum of unacceptable behaviour towards others. At one end, may be the child who responds to provocation in a hurtful manner. This may also include children who are hurtful to others on just one occasion. For some of these it is appropriate to use the school normal behaviour policy. However following will be dealt with under the school's bullying behaviour.

- The mistreatment which is intentional.
- Mistreatment which is unprovoked or in which the reaction is out of proportion to the provocation
- The mistreatment which is hurtful (physical or psychological).
- The mistreatment would normally occur more than once.
- There will usually be a power imbalance
- Incidents which involve racism or homophobic behaviour (see appendix)

We will try to prevent it through putting this policy into practice, and to deal with it rigorously should it occur.

Any pupil, parent, teacher or other adult within the school who intervenes appropriately to prevent bullying will receive the school's full support.

Aims

1. To create an open and supportive atmosphere in which children will:
 - a) Feel safe whether in school or playground;
 - b) Feel able to talk freely about behaviour with staff and other children, expressing their opinions honestly and safely;
 - c) Not be afraid to 'tell' if an incident which worries them takes place;
 - d) Know that if they report bullying they will be listened to and taken seriously and that there will be no fear of reprisals from the bully.
2. To encourage an environment where the majority of children will not tolerate bullying, and will feel safe in intervening to prevent it, in expressing disapproval of bullies and in openly supporting victims.

We intend to achieve these aims through:

1. The atmosphere and example which is created by all adults within the school, into which the children entering the school are to be gradually

encouraged. This includes making new pupils aware of those types of behaviour which are acceptable in our school community, and those which are not. With some children we may sometimes need to draw a distinction between behaviour which is acceptable outside and inside school;

2. Work within the curriculum in PHSE lessons (see PHSE policy);
3. Involving the children as far as possible in setting rules for appropriate behaviour towards one another and in keeping those rules;
4. A clear system of rules, rewards and sanctions relating to behaviour, in and around the school;
5. Ensuring that this policy, and the procedures for dealing with problems if they arise, are efficient and effective.

Appendix: details and procedures

The school believes that the single most important thing a school can do to prevent bullying is to have a clear policy to which staff, pupils and parents are committed.

Bullying is “the wilful, conscious intention to hurt, threaten or intimidate someone else”. Younger children can be told that bullying is deliberately trying to make someone else unhappy.

There is a distinction to be made here between children, particularly small children, being bossy and boisterous and the kind of manipulative, aggressive, intimidating behaviour associated with bullying. It is the deliberate intention behind bullying which characterises it as such.

The staff, governors and children here consider bullying behaviour to include:

- name calling
- verbal abuse
- swearing
- teasing
- physical aggression
- victimisation
- intimidation
- exclusion from the group

It is important to deal with bullying for a number of reasons:

1. Parents and children have a right to expect a school atmosphere in which they can feel safe and secure;
2. Ignoring bullying or putting the responsibility on the victim gives the bully implicit permission to carry on, and victimises the victim even more;
3. Ignoring bullying further damages victims’ self-respect and increases their feelings of inadequacy;
4. There is evidence that bullies grow up into potentially violent adults and parents who perpetuate the cycle of bullying. Thus the School has a responsibility towards bullies as well as victims to try and help them to modify their behaviour.

There are times when children may be prone to bullying, such as when they are in the playground, when they are new to a school and at times of family crisis. However, we must always remember that bullying could involve *any* child at *any* time, not only as a *victim* but also as a *perpetrator*. Adults within school must always try to keep an open mind when dealing with potential bullying and avoid thinking in stereotypes.

Adults within school also need to be aware of their own attitude to children to ensure that they are not inadvertently modelling and thus reinforcing bullying behaviour. Examples of such adult behaviour might be the use of nicknames which some children may dislike or the use of unnecessary sarcasm as a means of discipline.

Adults within school should set a good example of caring behaviour through their own actions.

Adults within school must be alert to behaviour in any child which may indicate that there is a problem. Such behaviour might include:

- a deterioration in school work
- becoming withdrawn
- becoming easily upset
- unexplained absences
- unwillingness to go into the playground
- feeling “ill”
- desire to stay with adults.

If any adult in school senses that a child may be experiencing difficulties they should pursue the matter by reporting it to the class teacher. Class teachers should then make initial enquiries themselves to ascertain whether a problem seems to exist. Any further course of action will depend on the outcome of such initial enquiries and the extent and severity of any perceived problem.

When an incident of bullying occurs there must be a clearly defined procedure for dealing with it. This must provide support for the victim and action against the bully or bullies to demonstrate that such behaviour is unacceptable.

In the first instance, the children themselves can be encouraged, through PHSE activities, to take the initial steps in dealing with bullying that they may observe. They need to be encouraged to take responsibility for their own behaviour and for that of others. They may try to intervene to stop the bullying if they feel safe in doing so or they may inform an adult about what is happening. Classroom activities can help children develop strategies for dealing with bullying and learn how they can try to prevent it happening to themselves or someone else. For example, children can be taught that bullies need to be made aware of the disapproval of their peer group in order to demonstrate to them that their behaviour is unacceptable within school. Children must also be left in no doubt that “telling” about bullying is not “telling tales”. Children in Classes 2, 3 and 4 should be encouraged to use the worry box located in their classroom, if they do not want to speak to an adult directly.

Procedure to be followed in the event of a concern or complaint

1. The child’s class teacher should be the first point of contact for children or parents who have a concern or a complaint. Other adults within the school will also take problems to the class teacher except when they are minor issues and can be dealt with by the person concerned. When complaints come to the class teacher, it is essential that children are listened to and taken seriously. They must be reassured that they are right to tell an adult; that, if they are the victim, it is in no way their own fault, and that we do not expect them to solve the problem for themselves – it is the school’s responsibility to sort it out. If the issue cannot be resolved by the class teacher, the headteacher will become involved.

2. The class teacher (or headteacher) will interview the bully and will interview separately the victim and any witnesses. She will tell them about the way the victim is feeling without necessarily discussing the details of the incident or allocating blame. She will state that she knows who is responsible and say that they can do something about it. The bully will then be encouraged to suggest a way in which the victim could be helped to feel happier.

Where a group of bullies is involved, the same procedure will be followed but, in this case, each member of the group will be encouraged to suggest a way in which the victim could be helped to feel happier.

The class teacher (or headteacher) will keep a record of all the discussions.

3. The bully (or bullies) will be expected to apologise to their victim(s).
2. The class teacher (or headteacher) will decide whether any record of what has taken place should be included in the children's school record folders and, if so, how long it should remain there. They should also decide on appropriate sanctions
3. Parents of both victim and bully (or bullies) will be informed in writing of the outcome of investigations, what action has been taken, and what sanctions will operate if bullying happens again. Depending on the seriousness of the incident(s), the parents of both bully (or bullies) and victim(s) might be expected to visit the school to discuss the problem. Their help will be sought in devising ways to prevent any future incidents. At this point the Chair of Governors will be informed of the incident(s). The bully (or bullies) will be told in the presence of their parents that their behaviour is unacceptable and must stop. They will be told what sanctions will happen next if there is a recurrence. For relatively minor incidents, parents will not be contacted in the first instance.
4. It will be stressed to victims and perpetrators that any repercussions will lead to the agreed sanctions being immediately imposed.
5. Victims should be provided with a designated adult with whom they should have regular contact initially to discuss further concerns.
6. All bullying incidents must be recorded. Approximately one to two weeks later the adult should have a follow up session with bully and victim separately and see if there are any further problems.

In the case of lack of secure evidence

The complainant will be asked to keep a record of all incidents/ interactions and report them to the school. The complainant will be allocated a designated member of staff who will meet with them daily. All staff will be informed of the situation and expected to report any further incidents to the headteacher.

Alfriston School
Anti-Racism Policy
Sept 2016

What is racism?

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity.

Racism can be overt and covert, conscious or unconscious.

Definition of Institutional racism

“Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin.

It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people (MacPherson 1999).

Categories of Racist Behaviour

- Physical assault because of colour of skin and/or ethnicity
- Derogatory name calling, insults and/or racist jokes.
- Racist graffiti
- Provocative behaviour, such as wearing racist badges or insignia.
- Bringing racist materials, such as leaflets, comics or magazines into school.
- Verbal abuse or threats
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion in lessons or anywhere in school.
- Ridicule of individuals for cultural differences e.g food, music, dress etc.
- Refusal to co-operate with other people because of their ethnic origins.

Our Aims:

- To make our school a safe and welcoming place for all its members.
- To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures.
- To give children and adults the confidence that racism can and must be eradicated.
- To develop staff awareness of implicit racism within the school, community and society, by making them aware of correct terminology, customs, language etc.
- To enable staff to directly intervene with incidents of racism, by giving them guidance to efficiently deal with incidents of racial harassment.

Procedures to follow if there has been a racist incident

The incident is always investigated by a senior member of staff.

- The member of staff will listen to both children's recall of events. The accused must be made aware of the importance and severity of their actions and the impact that their comments could/have had on the victim.
- All information will be logged in the bullying log on the 'O' Drive.
- Letters will be sent home to the parents/carers of the perpetrators.
- Letters will be sent home to the victim's parents/carers.
- Victim and perpetrator to come together. If possible the victim should tell the perpetrator how they felt. The perpetrator should respond appropriately saying why they did/said what they did/said.
- Check that the victim is alright and provide support where appropriate.
- Inform the Head if she is not on site when she returns.
- The Head will inform the chair of Governors and the LA by way of termly return of incidents.

IMPLEMENTATION

- All staff to know and use a consistent framework for procedures when dealing with incidents of racism.
- Regular PSHE curriculum work to develop empathy skills, positive behaviour, choices, self-esteem and emotional intelligences.
- All incidents to be logged following above procedure.
- Use all pupils as a positive resource in countering racism e.g. playtime buddies
- Assemblies and other school events used to prevent racism
- Provide a method to enable children to speak about racism – circle time, bubble time.
- On-going monitoring of playtimes and playgrounds, promoting co-operative games, providing quality play equipment, valuing playground as an important

Dealing with Homophobic Name Calling Policy

'Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure this is the case.'¹

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "You're such a gay boy" or "That's gay"
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
- We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

EYFS pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

¹ Safe To Learn, Embedding Anti-Bullying work in Schools – Homophobic Bullying DCSF 2007

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify “It’s when two men or two women love each other”.
 - State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone.” Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –
 - Clarify “It’s when two men or two women love each other and there’s nothing wrong with that/the law says there is nothing wrong with that”
 - State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it’s not using the word appropriately.” Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

If you wish to read further: please visit www.teachernet.gov.uk/publications and read Safe To Learn, the overarching guidance on bullying and the supplementary guidance:
Homophobic Bullying
Cyberbullying
There is also material on countering racist bullying.