

MENGHAM JUNIOR SCHOOL



ANTI-BULLYING POLICY **(INCORPORATING RACIAL HARASSMENT)**

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Ratified by Governors: June 2023

Review: every two years

Review Date: June 2025

MENGHAM JUNIOR SCHOOL
ANTI-BULLYING POLICY
(INCORPORATING PREJUDICE AND HARASSMENT)



What is Bullying?

The Anti-Bullying Alliance defines bullying as:

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.’

Face-to-face bullying has three key characteristics:

- It is described as deliberately hurtful;
- It is repeated i.e. it happens on several occasions;
- There is always a power imbalance (i.e. the victim or target of bullying finds it difficult to defend themselves against it).

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. (DfE (2013))

There are four main types:

- Physical: hitting, kicking, punching, removing possessions;
- Verbal: name-calling (largest type of bullying), sarcasm, criticism;
- Indirect / Psychological: or ‘behind your back’ bullying such as gossiping, excluding, spreading rumours. The ‘look’;
- Cyber: bullying related to Information Technology such as texting, emails, chat rooms, social networking etc.

Bullying isn't when children and young people of a similar age and size find themselves in conflict, without an imbalance of power or use of intimidation. **There may be times when some children experience relational conflict, i.e. times when children do not get on socially which can result in such behaviours as name calling, pushing each other, taking each other's property and ignoring someone deliberately**, however this is not bullying and will not be treated as such.

Racial Harassment

Racial harassment may be defined as any unkind words or actions towards an individual or group because of their colour, ethnic group, culture, faith or nationality. Racist behaviour may take a variety of forms, including:

- Derogatory name-calling, insults, racist jokes.
- Ridicule of an individual for cultural differences e.g. food, music, dress, accent.
- Physical assault against a person or group because of their colour, ethnicity or nationality.
- Encouraging others to behave in a racist way.
- Use of racist graffiti, text messages, e-mails or photographs.

Prejudice/Discrimination

A prejudice or discriminative related incident is any incident which is perceived to be prejudice-related by the victim or another person. **This can relate to any of the protected characteristics outlined in the Equality Act 2010 but is likely, due to the age of the children in this school to be**

related to disability, gender reassignment, race, religion or belief, sexual orientation, sex and sexual orientation.

The most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a pupil because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying
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Any incident which is perceived to be prejudice-related or discriminatory will be investigated and dealt with according in line with this policy.

Promoting a safe, caring ethos

At Mengham Junior School, we believe that everybody has the right to be treated with respect and has the right to come to school feeling safe. In order to promote a safe, caring ethos where children can come to school without fear of being bullied or harassed we will actively seek to reduce its occurrence and impact through adherence to the following principles:

- Gathering information annually about the level, nature and location of bullying and taking preventative measures where possible;
- Promote in our children a sense of self-worth and respect for others through our focus on our school vision and values;
- Promote a culture where children are willing to report incidents of bullying;
- Use the curriculum to raise children's awareness of bullying and provide opportunities to discuss issues relating to bullying, responding to National Initiatives and events;
- The governing body will review records kept of bullying incidents and judge the effectiveness of the anti-bullying policy.

Signs and symptoms that may indicate a child is being bullied

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- is unwilling to go to school (school phobic);
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money/lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;

- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber-message is received;

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated by a member of staff.

Dealing with incidents of bullying, prejudice, discrimination or harassment

The school is committed to ensuring that instances of bullying, including cyber-bullying, prejudice or harassment are extremely rare however, when we are alerted to actual or potential incidents we will adhere to the following principles:

- Finding out details and facts of reported incidents and ensure they are recorded appropriately;
- Offering protection and support to the victim of such behaviour and the bully;
- Ensuring both are helped to develop positive and assertive strategies to deal with future problems;
- Involving parents at an early stage;
- Involving pupils in supporting children during break times;
- Involving, when necessary, outside agencies such as Educational Psychologists and Special Needs Support Services and the Primary Behaviour Support Service;

We will always listen to the pupil's voice and take all forms of bullying, prejudice and harassment seriously.

If a child feels they are being bullied or feels they are experiencing prejudice or harassment, then children are actively taught that there are several ways they can communicate this to an adult including:

- Speaking to a trusted adult in school.
- Speaking to a parent or carer, who will then make contact with the school.
- Speaking to a friend who can help them share their concerns with an adult
- Sharing concerns with our Emotional Literacy Support Assistant (ELSA).
- Posting a slip into the talk boxes, asking if they can talk to a nominated member of staff

We know that the victim will often feel inadequate or that he/she is somehow to blame. Whatever the problem or difficulty, it is not the victim's responsibility to stop it. It is our responsibility, and we will take action promptly to intervene and to encourage disclosure in order to promote a feeling of security.

All accusations of bullying will be thoroughly investigated by a Headteacher or our Assistant Headteacher, who will work with the children to ascertain whether it is a case of bullying, or relational conflict. If it is found that bullying has taken place, the parents of all parties will be notified and a Headteacher will work with the parents of the children who have carried out the bullying to ensure there is no repetition of the behaviour.

Both the victim and perpetrator will be spoken to about the incidents and it will be decided if a restorative approach may be appropriate. This involves a structured meeting between an adult (usually the victim's class teacher, an ELSA, Assistant headteacher or headteacher), the victim and the perpetrator in a safe environment in order to help them to learn to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness.

Lines of communication will be set up to ensure that should bullying continue, the victim has easy access to an adult they feel confident to confide in. It will be made plain to the child who has carried out the bullying that these lines of communication have been set up and that any further incident is going to be reported and dealt with immediately.

All adults involved in supervising the children who were bullied and the child guilty of bullying will be informed of the situation and will be asked to monitor the children's behaviour closely. The events **will be recorded on the form at the end of this policy** and scanned into CPOMS.

The class teacher, with the support of the Headteachers, Assistant Headteacher or SENCO if necessary, will work with the child involved in the bullying to help them resolve the difficulties, which caused their actions.

Incidents involving any kind of racism will be recorded on the form in this policy. Racist incidents are reported annually to Hampshire County Council.

Children will be encouraged and expected to take their share of responsibility for ensuring that bullying is not repeated. A Headteacher will decide whether or not either or both parties would benefit from one-to-one support from the school Emotional Literacy Support Assistant (ELSA).

Mengham Junior School will endeavour to help every child in school to be and feel safe by establishing a learning environment that is free from all forms of bullying and harassment.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. In order to address this, we teach assertiveness and other social skills and teach victims to say 'No' or to get help. Children are also encouraged to look out for one another and report to an adult if they feel another child is a victim of bullying.

High attainers, more able pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Incidents taking place out of school time

There are occasions when parents draw the attention of school staff to incidents of bullying taking place out of school hours e.g. on the way home from school, the sending of malicious text messages or e-mails by one pupil to another whilst at home. These will be investigated and dealt with on an individual basis.

Social Networking Issues

The school takes all misuse of social networking very seriously and draw all parents' attention to the terms and conditions of these sites through letters and the school website. In the majority of cases, these sites are prohibited to members under the age of 13 years old. We have several assemblies on internet safety and link very closely with CEOP when needed.

Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff

Child/young person Parent/carer Other

Where did the incident take place? Tick all that apply.

Bus Corridor Park

Taxi Classroom Playground

Toilets/Cloakroom Locker/changing room Online/social media

On the way to/from school Other (please describe below)

Other

Details of reported bullying/incident (please include any derogatory language used):

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

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