The Edith Borthwick School

ANTI BULLYING & HARASSMENT, RACIST & HOMOPHOBIC INCIDENTS

Lead Governor	Stephanie Taylor
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Foreword

This document is drawn from and acknowledges the 'Essex County Council and Partners Anti Bullying Policy and Strategy 2008'

'Human beings are born with the natural capacity to be kind towards others' – Delwyn Tattum and Graham Herbert (1997): *Bullying: home, school and community*

The Essex document states that 'bullying has been identified by learners and young people in Essex as a major concern as 46.60% of primary aged pupils and 27.33% of secondary aged pupils In Essex stated that are afraid to go to school at least sometimes because of bullying, (*Survey Supporting the Well-being of learnerren and Young people 2008*). '

Although preventing Bullying is seen as a whole community activity we need to respond to it by clarifying what it is and what we as a school will do to challenge bullying, racist and homophobic incidents when we meet them in The Edith Borthwick School. We believe that all learners and staff have the right to live in an atmosphere that is free from bullying, harassment and discrimination and therefore there must be a collective responsibility of all us to ensure that this is the case. We want bullying, racism and homophobia to be tackled wherever it occurs and will take preventative measures through the curriculum (PSHE and all other relevant opportunities) to discuss and promote inclusiveness, and all staff will ensure their behaviour and approaches are appropriate to supporting this policy to be in place to reduce its occurrence.

The Edith Borthwick School
Anti-bullying Policy

We encourage all learners and staff to feel empowered to challenge, remedy and prevent bullying, racism, homophobia, biphobia and transphobia (HBT).

This document complements our Safeguarding policies and uses common reporting approaches to ensure we have a system which staff understand and can use effectively.

The school's designated lead on anti bullying and cyberbullying is the Headteacher.

What is Bullying?

There is no universally accepted definition of bullying and sometimes parents /carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children.
Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Relational Conflict vs. Bullying

The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:
* Happens occasionally
* Accidental
* Equal Power
* Remorseful
* Effort to solve problem

Bullying:
* Repeated hurtful behaviour
* Deliberate
* Imbalance of power
* No remorse
* No effort to solve problem

In 2008, after a period of consultation with schools and other partners, Essex County Council adopted the following definition of bullying.

"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless."

Bullying can take many forms and includes:

* Physical bullying - Examples of physical bullying include punching, kicking or hitting. It could also include damage to schoolwork or another person's belongings.
* Emotional bullying - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.

- Verbal - Verbal bullying will include name calling, put downs and may include sexual or racial comments.
- Prejudiced based bullying - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic, biphobic and transphobic bullying, racist bullying and the bullying of children with SEN.
- Cyberbullying - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

Cyber bullying can be defined as the use of '*Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*' Cyberbullying Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator of cyberbullying may never be in the same physical space as their target and may attempt to remain anonymous. Some incidents of cyber bullying are quite unintentional as pictures or texts can be sent as a joke without the sender truly understanding the impact of their actions or the speed at which the information can be shared outside the friendship group. Many cyberbullying incidents can themselves act as evidence and **it is important that in all settings where there are learners and technology, all adults know how to minimise and deal with incidents.**

Some incidents of Bullying may have **Child Protection** implications, **racist or homophobic, biphobic or transphobic overtones,** all staff must ensure that we record and deal with these sensitively, supporting the victim and directing and guiding the offender to a better understanding of their place and their duties within our community.

What we do

All staff have a responsibility to work proactively to minimise the likelihood of bullying behaviour occurring and to deal with any incidents that do occur in a way that is most likely to stop the bullying and support both the perpetrators and the targets of bullying. This is done through our example in working with learners and the way we model challenging unacceptable behaviour and reinforce expectations of good and appropriate behaviour. Incidents causing concern should be reported on the Pink Forms and appropriately marked as learner Protection, (subject to our CP procedures), Racist incident or Bullying, which may be outside the terms of CP, but logged appropriately as racist or bullying incidents

The head, deputy headteacher and pastoral leader will be the lead persons for anti-bullying, racist incidents and homophobic incidents. They will also ensure that incidents are appropriately logged, monitored in such a way that incidents of bullying are perceived by the learners and parents to be resolved positively for all the school and community.

By our approaches to and development of the individuals in our care in a moral and unambiguous setting we develop:

Every experience a learner receives in school, in some way impacts positively or negatively on every aspect of their lives. A bullied learner or young person, or those that witness bullying and fear they will be next, are always emotionally and possibly physically damaged; their relationships suffer; their willingness and ability to engage in learning, especially taking risks with their thinking can be undermined and their voice is diminished or silenced.

We all have a statutory duty to promote learners' wellbeing and their personal development. We also have a statutory duty to promote community cohesion and should start in the classroom and also address the broader life of the school. Social, Emotional Aspects of Learning is aimed at improving the climate and ethos of the school and provides a curriculum which promotes empathy and positive relationships as a school we seek to promote a positive enjoyable educational experience for all of our learners and colleagues. We believe you should make someone's day, through praise of their work, behaviour, their example or their positive approach (FISH philosophy).

What staff need to ensure they understand:

Behaviour
- How to promote, encourage, expect and praise positive, prosocial behaviour.
- Ensure that they model respect in all their dealings with learners and young people and do not employ bullying tactics such as the use of sarcasm and derogatory names or abuse their power.
- Ensure that everyone understands what bullying is, what it is not, the four main types of bullying (i.e. physical, verbal, indirect and cyber), the harmful effects of bullying, preventative measures, responses to it, relevant resources and where and how to access support if needed.

Knowledge and skills
- Seek opportunities through the curriculum and care for learners and young people to understand what bullying is and learn how to build emotional resilience, empathy, self-esteem and specific strategies to deal with it.
- To respond promptly when dealing with incidents and know the range of rewards and strategies we employ in school.
- Be an active part of the teams that tailor responses to particular forms of bullying and ensure that vulnerable individuals and groups susceptible to bullying are supported especially at critical moments and transitions.
- Provide and encourage a safe, listening environment to ensure that learners and young people feel confident to report bullying anonymously if necessary or face-to-face and know that it will be dealt with effectively.
- Be an active part of the team that provides strategies to support both those who are bullied and those who bully and to help bystanders to become part of the solution.

If you are aware of a learner being bullied suffering racial or homophobic, biphobic or transphobic abuse subtle or otherwise it's your job to deal with it with colleagues and to report it, to the Head or Deputy on a Pink Form.

Because we value all learners, when dealing with these situations **we condemn the** perpetrators **activity**, we do **not** condemn **the person** doing it, just as with other behaviour we do not like or want to see.

Contacts

If you are aware of a learner or young person being bullied elsewhere further information can be found on the Essex County Council website: Learning – Schools - Anti-bullying or by telephone Contact Essex :0845 6037627

Helpful documents and resources:

Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies

Transgender

- Stonewall are increasing support and awareness of transgender issues in schools and have various resources on their website

Sexual violence and sexual harassment

- The Department for Education website has issues new guidelines on sexual violence and sexual harassment

Cyber-Bullying

- Thinkuknow: Resources provided by Child Exploitations and Online Protection (CEOP) for children and young people, parents, carers and teachers

- Digizen provides online safety information for educators, parents, carers and young people

- Childnet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

- Advice on child internet safety from the UK Council for Child Internet Safety (UKCCIS)

LGBT

- Stonewall is an LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers

- Schools Out offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education

- EACH is a training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation

- GIRES offers information for trans people, their families and the professionals who care for them

SEND

- MENCAP represents people with learning disabilities

- 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

- Essex Local Offer: The Special Educational Needs and Disability (SEND) Information, Advice and Support Service (formally Parent Partnership) provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs and Disability

Racism

- Show Racism the Red Card provides resources and workshops for schools to educate young people, often using the high profile of football about racism

- 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

- Kick It Out uses the appeal of football to educate young people about racism and provide education packs for schools

Useful websites

- The Anti-Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues

- Kidscape was 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, an assertiveness training for young people

- Childline offers information and advice on a wide range of issues including bullying

- The Diana Award is an anti-bullying ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying

- Restorative Justice Panel includes best practice guidance for practitioners 2011.