

## Mandatory

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| <b>Poole Grammar School</b>    | <b>Policy</b> | <b>PGS/P/11</b> |
| <b>Harassment and Bullying</b> |               | <b>Issue 5</b>  |
|                                |               |                 |
|                                |               | <b>May 2017</b> |

### 1.0 POLICY STATEMENT

- 1.1 Poole Grammar School is committed to ensuring a working and learning environment in which all are expected and encouraged to behave towards each other with consideration, courtesy and tolerance. To this end, any kind of harassment or bullying constitutes a serious breach of acceptable conduct and will always be investigated and dealt with as a matter of urgency. All members of the school community have a right to a happy and productive school life; the infringement of this by the conduct of others will not be tolerated. The principles of this policy apply to all staff, students and governors. Anyone who knows that harassment or bullying is happening is expected to report it so that it can be addressed by the appropriate staff.
- 1.2 This policy covers school-related activities that may be off-site as well as in the normal school environment, on the journey to and from school and online.
- 1.3 This policy is supported by procedures for dealing with harassment and bullying in relation to students that are readily accessible to all members of the school community on the Moodle platform.
- 1.4 This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

### 2 AIM

- 2.1 The aim of this policy is to prevent any form of harassment or bullying of any member of the School through:
- raising awareness of the effect of such behaviour on others
  - assisting students and staff to find effective ways of dealing with behaviour they find difficult and/or unreasonable
  - ensuring that staff, students, governors and parents have an understanding of what harassment and bullying are and what they should do if these arise.
  - providing assistance to those who may be the victims of inappropriate behaviour or, in certain circumstances, the perpetrators of it.
  - use of the appropriate disciplinary procedure(s) where necessary.

### 3.0 RESPONSIBILITY

- 3.1 It is recognised that the Headteacher and the Governing Body have a statutory responsibility for behaviour and discipline, but all members of the school are responsible for helping to ensure that individuals do not suffer any form of harassment or bullying, and that they are encouraged and supported in any legitimate complaint. All will be accountable for the successful operation of this policy as they are responsible for their own behaviour and actions, in school, on the way to or from school and on any activity associated with school. They are all encouraged to report all incidents of bullying or harassment, whether they are victims or witness such actions occurring. The reiterated message is one of: 'don't be a bystander – take action'.

3.2 All teachers are responsible for seeking to prevent any infringement of the policy amongst students for whom they are responsible. All staff in a managerial position

are expected to seek to prevent any infringement of the policy amongst the staff for whom they are responsible.

- 3.3 The school's pastoral staff in particular will be responsible for maintaining awareness of the issues of this policy. Training will be provided as appropriate.

#### 4.0 DEFINITIONS

**There is no legal definition of bullying. The wording used in this policy relates closely to the advice given by the Anti-Bullying Alliance, including the document 'Bullying and the Law' (April 2017).**

- 4.1 Any form of behaviour that results in unhappiness, alarm or distress is unacceptable and may be evidence of harassment or bullying. Both harassment and bullying are patterns of unwanted behaviour designed to intimidate or create an intimidating atmosphere.
- 4.2 Although the terms 'harassment' and 'bullying' are not synonymous, the guidance in this policy relates to both issues. In the school situation, the term 'bullying' is used more commonly and will be used from this point onwards to encompass both.
- 4.3 Bullying can be defined as the intentional hurting of one person by another person or group through acts that are usually persistent or repeated (although one single act may be serious enough to warrant disciplinary action). It involves an imbalance of power and can undermine an individual's self-confidence, competence and self-esteem. Bullying can be physical, verbal or psychological and can happen face-to-face or through cyberspace. The latter means that the potential for bullying is now present '24/7'.
- 4.4 Some bullying may relate to the fact that someone belongs to or is thought to belong to a certain group. This includes homophobic bullying related to perceived or actual LGBT, bullying due to race, ethnicity or religion, sexual bullying, bullying related to a student being a Young Carer or Looked After Child and bullying of people with Special Educational Needs related to their learning or other mental or physical disabilities.
- 4.5 Direct ('in person') bullying occurs in 3 main ways. It can be physical (kicking, hitting, pushing, taking and damaging belongings). Some bullying is verbal (name-calling, taunting, mocking, making offensive comments, making threats). Finally, bullying can be indirect or 'relational', where people are deliberately ignored, excluded from groups or rumours are spread about them.
- 4.6 Examples of unacceptable behaviours include:
- sexually suggestive behaviour, or compromising sexual invitations or demands
  - racial harassment – including racist comments, jokes or graffiti
  - verbal or written abuse
  - deliberate and/or inappropriate exclusion from events / activities
  - inappropriate and derogatory remarks in connection with performance
  - derogatory name-calling and insults and in particular any use of homophobic language or any similarly unacceptable terms related to sexual orientation.
  - threats of a physical or psychological nature
  - victimisation because of someone's gender, race, disability, sexual orientation, age, religion or other beliefs
  - bullying behaviour or language that causes fear or distress to others

- abuse of power by someone in authority, or bullying by a student towards a member of staff either in person or online.
- incitement of others to bully.
- electronic messages or electronic displays of sexually suggestive pictures or literature (including email and text messages) or any form of unacceptable use of social media that has the capacity to hurt or undermine others.

## **5.0 CYBER-BULLYING**

- 5.1 Bullying then can be verbal, physical or relational, but it does not just take place face to face nor just in school or on the journey to and from it; it can be communicated via other means, principally this has now been shown to be via social media. Whilst the systems in place in school prevent this occurring on the school computers, widespread use of mobile devices by students both within school time and outside of it gives opportunity for those who would wish to do so to harass others.
- 5.2 To that end, the use of mobile phones and other devices to take pictures or video images in school is strictly forbidden. Both students and staff are asked to be vigilant in this respect and report any misuse of personal devices in this way. Students in Years 7 & 8 may not have such devices in school or on the journey to and from it at all.
- 5.3 Cyber-bullying is a term used to refer to bullying over electronic media, usually through instant messaging, information posted on a social networking website, e-mails, or text messages. In sending e-mails all students and staff should consider the content, language and appropriateness of the e-mail. The idea of messages and images sent by a student representing their 'digital footprint' for the future is made very clear to them through presentations and assemblies throughout their time in the school. All members of the school community – students, teachers, support staff and governors, should be vigilant about their use of social media and the potential impact that this could have on themselves or the school as a community.
- 5.4 Cyber-bullying is an invasion of privacy at all times and may involve criminal acts such as inciting homophobia or racism. When this happens the school will report to, and work with, the Police SSCT team to identify those concerned, liaise with parents and apply any sanctions that may be appropriate.

## **6.0 STRATEGIES TO ELIMINATE BULLYING**

- 6.1 Through the curriculum, assemblies and extra-curricular activities, all staff will contribute to an environment where:
- all students can feel safe and secure
  - the contribution of all students is valued
  - opinions based on stereotypes are questioned and students learn to view positively differences in others, whether these arise from race, religion, culture, gender, sexual orientation or disability
  - students are supported to develop their social and emotional skills.
- 6.2 The message that bullying in any form will not be tolerated will be promoted at every opportunity in the school.
- 6.3 Representatives at the School Council are encouraged to bring any bullying-related agenda items to its meetings as appropriate.
- 6.4 Additionally, the school has a student-led E-safety & Anti-Bullying Committee to which all members of the school community are invited to contribute through their representatives.
- 6.5 One of the outcomes from this committee has been the development of a reporting mechanism – the 'Anti-Bullying button' on Moodle that can be used by students to report any form of harassment or bullying against themselves or that they have observed happening to others. Students have also produced Anti-Bullying posters clearly stating that we should 'make this school an enjoyable place for everyone'.
- 6.6 We work alongside the Borough of Poole as members of the Anti-Bullying Forum and PGS/P/11 Academy

Anti-Bullying Strategy Group with staff contributions to these and information disseminated from them to staff and students.

- 6.7 In addition to assemblies and PHSE lessons throughout the year, promotion to both students and parents of national events such as Anti-Bullying Week (November) and Safer Internet Day (February) are used to heighten awareness of bullying issues. Student-generated and commercially produced anti-bullying messages are displayed throughout the school to promote a culture of not tolerating any form of harassment, bullying or discrimination. Promotion of diversity and difference through organisations such as Diversity Role Models is used to broaden the perspectives of our students.
- 6.8 The peer mediation service is promoted as an effective way of dealing with some bullying and training will be provided for both staff and students. Members of the pastoral staff have training in the restorative justice approach and this will be employed as necessary.
- 6.9 Approaches such as 'circle of friends', the 'no blame' approach and 'buddying' will also be used.
- 6.10 There is a 'Student Voice' box through which suggestions can be made in addition to the formal School Council .

6.11 The following disciplinary steps will be taken as appropriate within the framework of the Behaviour Management Policy:

- formal warning given
- parents contacted by telephone or letter
- parents requested to come into school for a consultation with a view to working in partnership to help the victims of bullying and prevent future such actions by the perpetrator(s).
- detention or isolation – at lunchtime or after school
- confiscation and then withdrawal of permission to bring mobile phone to school (if bullying involves misuse of mobile phone)
- ban from school computer facilities (if bullying involves breaking the ICT code of practice).
  - In particularly serious instances of cyber-bullying such as homophobic or racist comments the matter will be dealt with in liaison with the Police Safe Schools and Communities Team
- internal exclusion
- fixed term exclusion from school
- in extremis, after repeated offences, permanent exclusion.

6.12 The school completes the Local Authority annual survey on bullying and monitors numbers of incidents and analyses any trends from the data provided by the School Information Management System.

## **7.0 HARRASSMENT OF STAFF ONLINE**

7.1 In the same way that the internet means that students can potentially be subjected to cyber-bullying and harassment online outside of school hours, the same can be true of staff. It is stressed to all members of staff and Governors through the Child Protection Safeguarding Policies and Procedures booklet that they should abide by the indicated protocols when using technology. Nevertheless, it may be the case that even whilst working to these guidelines they may suffer from instances of being harassed online.

7.2 Guidance is given through the documents in the Awareness and Advice for Teachers section of the Safeguarding area of Moodle, in hard copy on display outside of the staffroom and in poster displays from the Safer Internet Centre in the staff workroom.

7.3 If a member of staff receives any form of harassment either in person or through electronic means then they should contact the Headteacher or the Designated Safeguarding Lead immediately.

## **8.0 REVIEW**

8.1 This policy will be monitored and reviewed on a regular basis at least every three years by the Deputy Head in charge of Safeguarding, in consultation with all members of the school community.

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PGS/P/11 Academy

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| <b>Reviewed by</b> | <b>SLT/Education</b>      | <b>May 2017</b>  |
| <b>Approved by</b> | <b>Full PGS Governors</b> | <b>July 2017</b> |
| <b>Next Review</b> |                           | <b>May 2020</b>  |