



SCHOOL DISCIPLINE POLICIES

ANTI – BULLYING and HARASSMENT

Reviewed and updated by the Full Governing Body: May 2013

Next Review due: May 2014

INTRODUCTION

Paignton Community and Sports Academy believes that its pupils, staff and community have the right to live, learn and work in a supportive, caring and safe environment without the fear of being bullied.

Paignton Community and Sports Academy has a clear policy on the promotion and practice of good conduct; bullying in any form will not be tolerated - it must and will be dealt with firmly, fairly and promptly. This Anti-Bullying Policy Statement is a statement of intent and can only be as effective as the action it inspires; it must be collectively owned by the whole school community, staff; pupils and parents alike.

The Academy also has a Single Equality Policy which includes Anti Discrimination Policy and a Social Inclusion Policy.

OUR INTENTION AS A SCHOOL COMMUNITY

a) Aims

- identify bullying when it takes place.
- say what bullying is – clarify to everybody.
- actively discourage bullying.
- take reasonable steps to prevent bullying.
- suggest ways of dealing with bullying; to help resolve and prevent the bullying.
- bring bullying out into the open.
- make clear that bullying is unacceptable in our school or in society.
- maintain and build on our high standards of discipline and behaviour.
- Improve the Academy environment in relation to bullying by ensuring there are no places which are conducive to bullying.
- Create a trusting culture where pupils feel confident that they can tell someone, without making the matter worse.
- Creating safe, secure, fair working conditions to enable Teaching and Learning to take place.
- Develop strategies for staff, parents, victims and bullies to deal with all aspects of bullying.
- increase discussions between bullies, victims, watchers, punishers and rescuers and develop restorative justice techniques.
- be consistent in the way we deal with bullying.

b) What is Bullying?

Bullying:

- Hurts and humiliates
- is done with intent
- Intimidates
- Is threatening
- Frightens
- Reduces self esteem and undermines confidence
- Is repetitive (duration), malicious, deliberate, personal
- Can use technology – text messages, e-mail, prank calling, social networking comments; photos and videos
- Extort money or goods
- Isolates
- Is provocative
- Gives power
- Verbal: name calling, using gestures (direct or indirect)
- Physical: push or pull you around (direct or indirect)
- Social: get others to gang up on you (direct or indirect)
- Tries to separate you from your friends

Effects of bullying:

- It hurts both physically and mentally
- Makes you vulnerable
- Promotes a society of fear
- Can easily escalate
- Affects Teaching and Learning and enjoyment of school
- Destroys your self-esteem
- Victims often become perpetrators

Types of Bullying:

- Name calling
- Using gestures
- Trying to separate you from your friends
- Using physical aggression
- Pushing or pulling you around
- Getting others to gang up on you
- Threaten using different methods
- Cyber Bullying

Bullies:

- Intend to hurt, humiliate and belittle people: emotionally, physically and through technology
- Lack security
- Aren't always aware they are doing it
- Are trying to gain power
- Sometimes are provoking a response to their behaviour
- Are envious of other people

- Are attention seeking
- Follow patterns observed out of school
- Do not understand the differences between teasing and hurting
- Often have few close friends
- Can also be victims

*Bullies **may** have problems because they:*

- Cannot **or will not** control their tempers;
- Cannot imagine how other people feel
- Don't know when they are in the wrong
- May have low self esteem
- Have emotional, behavioural difficulties of their own
- Seek attention
- Enjoy it
- Will not change their behaviour
- Want to be in control

Harassment

A definition of harassment: **“Unwanted behavior which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.”**

The conduct must be “unwanted”. Just one incident can be regarded as harassment if it is serious enough. However, it would not be recognised if the recipient has been unreasonably over-sensitive. It may or may not be related to an individual's gender/sex, sexuality, race/ethnicity, religion/belief, disability, or age as detailed below.

Harassment on grounds of gender/sex or sexuality is unwanted conduct of a sexual nature, affecting the dignity of boys and girls. It can include:

- Intimidating, humiliating or degrading someone because of their gender or sexual orientation.
- Embarrassing, offensive or derogatory remarks, sexist ‘jokes’ and name-calling.
- Physical conduct of a sexual nature, such as: unnecessary touching, patting, pinching or brushing against another employee's body; sexual assault.
- Verbal or written communication of a sexual nature (including e-mail and texts) such as offensive flirtations, suggestive remarks, innuendoes or lewd comments, unwelcome and persistent advances, propositions or pressure for sexual activity.
- Non-verbal conduct of a sexual nature such as the display of pornographic or sexually suggestive pictures, objects or written materials, leering, whistling or making sexually suggestive gestures.

Harassment on grounds of race or religion/belief is an act designed to intimidate, humiliate, ridicule or undermine the confidence of a person by reason of the person's race, colour, nationality, ethnic origin, religion or belief. It can include:

- Intimidating, humiliating or degrading someone because of cultural or physical differences.
- Embarrassing, offensive or derogatory remarks, racist ‘jokes’ and name-calling.
- Written abuse and the display of offensive material.
- Physical and/or verbal abuse.

Harassment on grounds of disability is any unwanted act directed at a pupil who has a disability and which happens because of their disability. It can include:

- Intimidating, humiliating or degrading someone because of their disability.
- Mimicking the particular disability.
- Embarrassing, offensive or derogatory remarks, images or 'jokes' about someone's disability or disabled people whether in written, verbal or visual format.
- Deliberate exclusion from conversation or social activities.
- Unacceptable forms of patronising and belittling.

Harassment on grounds of age may include the following and may relate to older or younger people:

- Intimidating, humiliating or degrading someone because of their age.
- Embarrassing, offensive or derogatory remarks, images or 'jokes' about someone's age, or age in general, whether in written, verbal or visual format.
- Deliberate exclusion from conversation or social activities.
- Unacceptable forms of patronising and belittling.
- It may be about the individual's age or it may be about the age of those with who the individual associates.

Other forms of harassment can include unnecessary intrusion by following, pestering, spying on*, or stalking someone.

*unless part of a business surveillance act, in compliance with RIPA.

Criminal definition: Threatening, abusive or insulting language or behaviour, or disorderly behaviour 'with intent to cause a person harassment, alarm or distress'. If a pupil wishes to make a complaint to the Police, the criminal definition of harassment will apply.

Harassment via E-mail / MSN / Mobile Phone Texts / Social Networking

The speed, the informal nature of e-mail, the internet and mobile phones and the ability to delete messages can lead users to make ill considered remarks in the heat of the moment. Also the non-confrontational nature of e-mail can lead to misuse and result in harassment in the Academy.

It is important that all employees understand that the e-mail, the internet and mobile phone systems should not be abused and that communications are in an acceptable manner, as any other. **No message should be sent which could be considered abusive, sexist, racist or defamatory.** No one should be subject to persistent, unwanted and/or unnecessary messages.

HOW CAN WE PREVENT BULLYING AND HARASSMENT FROM HAPPENING?

a) 'Prevention is better than Cure'

We all want to be proud of our school and we want Paignton Community and Sports Academy to be a happy, safe and secure place where all members of the Academy community can develop their talents, share their skills and impart their knowledge to the full and can enjoy doing so.

We achieve this by:

- Promoting a whole school caring ethos.
- Encouraging all members of the Academy to lead by example (staff, students, contractors, etc).
- Showing respect for each other.

- Showing respect for everyone who visits our school.
- Letting all pupils, parents and members of the local community know our views about bullying.
- Helping staff and prefects who are on duty and supervision at breaks and lunchtimes to prevent bullying.
- Learning about bullying in form periods and some other lessons – making it part of the curriculum.
- Remind pupils of the services offered at TIC TAC.
- Valuing people's individuality.
- Being careful and considerate in the language and gestures we use by avoiding aggressive, racist, sexist and other personal language.
- Creating an environment which discourages bullying.
- Creating a safe, non judgmental environment where victims can ask for help, seek advice and talk about their concerns.
- Continual reinforcement of policy.
- Regular anti bullying campaigns.
- Regular reinforcement of the policy in Assemblies by staff and pupils.
- Our views on bullying incorporated into Student Planners.
- Using a range of empowerment amongst all pupils (Peer Mentoring).
- Educate pupils about power: peer mediation, peer support, circle of friends, circle times.
- Expecting all persons to respect: individuality, property, space, self-esteem, rights, differences, feelings, environment.
- Training of pupils to be Peer Mentors.

WHAT SHOULD WE DO IF BULLYING AND HARASSMENT HAPPENS?

Staff should:

- Be alert and investigate when pupils are upset.
- Record the incident using Academy systems.
- Take any incident seriously.
- Investigate and follow up each incident fully.
- Inform Head of Year.
- Negotiation of a resolution where possible.
- Apologies where possible/suitable.
- Support someone who is being picked on by, for example, suggesting ways of coping with name calling, i.e. refer to peer mentoring.
- Let everyone know how strongly we disapprove of bullying.
- Let the bully know how unacceptable their behaviour is.
- Head of Year to inform parents with pupil knowledge.
- Let parents know about the support system within the school.
- Let a bully know that if the bullying justifies it or if the bully carries on, the school may exclude her/him from school.
- Let a bully know that if the bullying justifies it the school could refer it to the Police.

Parents can help by:

- Being involved very early on.
- Setting a good example.
- Opening up channels of communication with the school – write a note, speak to someone, come into school to talk to staff.

- Being alert to any signs of upset.
- Talking regularly at home about school.
- Showing interest in friendships, work, journey to and from school and any other aspect of school life.
- Informing the Head of Year or Form Tutor about any concerns, even if only initially for school to keep an eye on the situation without intervening.
- Encouraging and supporting their children to cope with awkward situations striking a balance between sheltering their children and expecting them to cope with difficult situations on their own.
- Reminding their children that there are occasions when everyone needs support and help from others.
- Discussing with the Head of Year ways in which their child can be supported by school and can help support her/himself.
- Letting your children know how strongly you disapprove if he/she has bullied someone.

Pupils can help by:

- Not being involved in bullying.
- Being a supportive friend.
- Understanding what is bullying.
- Not joining in with a gang if someone is being bullied or being a watcher.
- Not joining in if someone is being bullied or giving in to peer pressure to be nasty to someone.
- Involving an adult/teacher when they or another pupil is being upset. In particular speak to your Form Tutor, Year Leader or Pastoral Manager.
- Having friends who respect the rights of other people.
- Influencing friends to respect the rights of others.
- Always using appropriate language or behaviour (including body language).
- Trying to imagine what it might feel like to be bullied.
- Respecting the rights of others.
- Recognising how their own behaviour might be considered as bullying.
- Making an effort to be supportive, of other pupils.
- Report to Teachers, Form Representatives. Teaching Assistants.
- Speaking up about bullying.

DEALING WITH BULLYING AND HARASSMENT

The Academy will deal with each incident on an individual basis. Wherever possible restorative justice would be used to try and resolve the issue. The Academy has a clear Discipline Policy which identifies the sanctions the Academy would use if pupils behave inappropriately.

CONCLUSION

Talking about bullying and having a policy statement, and acting upon it, such as this is an important part of the process of eliminating such behaviour. Remember that bullying is unpleasant, anti-social and illegal and can spoil people's lives both those of the bully and those of victims. We need to work together to eliminate any bullying in our school.

EVALUATION

The effectiveness of this policy is evaluated by the Heads of Year who on a termly basis report on bullying in the Academy.

