

# RIVERSIDE SCHOOL



## Anti Bullying Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

## 1) **Statement of Intent.**

1.1) Riverside School is committed to providing a working and learning environment where people can achieve their full potential in a safe and healthy environment. This policy should be read in conjunction with the Bromley 'Dignity at Work: Tackling Harassment and Bullying in School procedure.'

1.2) Formal procedures under this policy would be taken by staff in line with the Grievance procedure. Bullying is a form of harassment; other types of harassment covered by the procedure are given in Appendix 1.

1.3) This policy applies to all pupils, staff and visitors at the School and relates to bullying/ harassment perpetrated by:

- a pupil against a pupil
- a pupil against a member of staff
- a member of staff against a pupil
- a member of staff against a member of staff
- a visitor against a pupil or member of staff
- a pupil and member of staff against a visitor

1.4) The aim of the anti-bullying policy is to ensure that pupils learn and staff work in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils and staff be able to fully benefit from the opportunities available at schools.

1.5) There will be no recriminations for anyone who, in good faith, alleges bullying, and pupils and staff can be assured that any incident of bullying or harassment that they report will be treated as confidential, and addressed objectively, sensitively and without prejudice or judgement, regardless of any investigating officer's personal views about the nature of the incident.

## 2. **Legal Framework**

2.1 This policy will have due regard for, and be in compliance with, the following legislation and guidance:

- School Standards and Framework Act 1998
- Education Act 2002, Section 29
- Equality Act 2010

## 3. **Definitions**

3.1) Bullying is offensive, intimidating, malicious or insulting behavior, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. The three main types of bullying are:

physical (hitting, kicking, theft)

verbal (name calling, racist remarks)

indirect (spreading rumours, excluding someone from social groups)

3.2) Harassment is unwanted conduct affecting the dignity of men or women in the workplace, or pupils in the classroom. It may be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident.

#### **4. Roles and Responsibilities**

4.1 The Headteacher will:

- Ensure that staff are aware of the policy and ensure their compliance.
- Deal with all issues in a timely, serious and sensitive manner
- Maintain confidentiality when dealing with cases and ensure that a written record is kept of all informal and formal meetings and discussions
- Make every effort to resolve complaints informally by discussion between the individual member of staff and the appropriate level of management; the resolution of employee complaints should form part of everyday informal managerial action

4.2 Staff members will

- Be mindful of their behavior and treat others with dignity and respect
- Try to resolve problems informally by discussion with colleagues and/or management
- Report any incidents of harassment or bullying, either personally experienced or witnessed, immediately to the appropriate, line manager
- Ensure confidentiality at all times
- Be on the alert for signs of bullying in pupils:  
Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school. Pupils must be encouraged to report bullying in schools.
- Be aware of the need to observe pupils during classes, break times and in the playground. Any member of staff who observes any bullying should try to deal with it immediately (if appropriate) and refer the incident to the class teacher of both pupils involved. The teacher will then decide the best method of dealing with the problem and discuss with members of the Senior Leadership Team if necessary.

#### **5) Implementation**

5.1) All pupils and staff can help to

- prevent harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- discourage harassment by others through making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment

- 5.2) Pupils who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a member of staff of their choice; given re-assurance and continuous support.
- 5.3) Pupils who have bullied will be helped by discussing what happened and discovering why the pupil became involved. Parents will be informed.
- 5.4) Disciplinary steps may be taken in line with our Behaviour Management Policy and only in extreme events will exclusion of any kind be considered.
- 5.5) Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE and assemblies. One of the modules teaches the pupils to have respect for each other, to be aware of other people's needs and to find a trusted adult who will help them with any personal problems.
- 5.6) Staff who consider they have been bullied should make a complaint either orally or in writing to a supervisor/manager either informally or formally by submitting a grievance complaint.
- 5.7) Any incident involving pupil, staff or visitors which may constitute a criminal offence may be referred to the police eg. Racial harassment.
- 6) Monitoring, evaluation and review**
- 6.1) The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Appendix A - Examples of harassment

The examples given below, which include unacceptable physical and verbal conduct, are not exhaustive. Harassment on grounds of race, sex and disability now constitute forms of discrimination under the law.

### *Sex-related harassment*

Examples include displaying power over a man or a woman because of gender through disparaging gender-related remarks and threatening behaviour.

### *Sexual harassment*

Examples include unnecessary touching, unwelcome jokes of a sexual nature, inappropriate use of suggestive visual display unit material, intimidating behaviour such as asking for, or offering, sexual favours in return for positive academic assessment or promotion.

### *Harassment on grounds of sexual orientation*

Examples include homophobic remarks or unwelcome jokes, threats to disclose sexuality and intimate questions about sexual activity.

### *Racial harassment*

Examples include inappropriate questioning and/or jokes about racial or ethnic origin, offensive graffiti and intimidating behaviour, including threatening gestures.

### *Personal harassment*

Examples include making fun of personal circumstances or appearance.

### *Bullying*

This can be physical or psychological. Examples of psychological bullying include unmerited criticism, isolation, gossip, essential information withheld, or behaviour that is intimidating or demeaning.

### *Harassment of disabled people*

Examples include discussion of the effects of a disability on an individual's personal life, uninvited touching or staring, and inappropriate questioning about the impact of someone's disability.

### *Age harassment*

Examples include derogatory age-related remarks and unjustifiable dismissal of suggestions on the grounds of the age of the person.

### *Stalking*

This can be physical or psychological. Examples include leaving repeated or alarming messages on voice mail or e-mail, following people home, or approaching others to ask for personal information.