

Policy for Dignity and Respect

(Policy against Bullying, Discrimination, Harassment, Victimisation or Hate)



Next review: Summer 2024

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

Statutory	Yes - Behaviour Policy
Web-Site	Yes
Owner	Governors
Principle Author	Headteacher
Committee	Personal Development

Delegation and Review	
Max. Permitted	Governing Body
Determined	Committee
Review	Governors decide
Frequency	3 Years

Related policies

Policies which take precedence over this one:

Safeguarding and Child Protection

Policies which link or may relate directly to this one:

Equality

Staff Code of Conduct (Staff Behaviour Policy)

Pupil Behaviour

Grievance

Disciplinary

Other relevant policies:

Whistleblowing

Complaints

Aims

To create, promote and nurture an environment of "oneness" and inclusivity where everyone in, and impacted by, our school community is and feels safe, secure, free from anxiety and valued and all are treated equally and positively.

The prevention and elimination of discrimination, bullying, harassment, victimisation and/or hate within our school and, in so far as we can influence it, the wider community with whom we interact.

Bullying, discrimination, harassment, victimisation or hate are wrong and they damage individuals and communities.

We do all we can to prevent these behaviours, by developing a school ethos which focuses on Dignity and Respect. Any form of bullying, discrimination, harassment, victimisation or hate is unacceptable and will be dealt with by noticing and addressing any incidents, allegations or concerns about these types of behaviour.

We aim to make all those connected with the school aware of our opposition to bullying and other such behaviours, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Christian Principles

The gospel and teaching of Jesus Christ is simple. Right at its heart is the recipe for how we as human beings should always behave towards one another:

- Love one another;
- Love our neighbour (our "neighbour" is anyone with whom we come into contact);
- Love our enemies.

In summary, we are taught by Jesus to always treat others positively, inclusively and as we would want to be treated ourselves. This is sometimes known as the "Golden Rule".

Bussage Church of England Primary School expects all staff, pupils, governors, other volunteers, parents and others with whom we come into contact to follow these principles and to treat others with Dignity and Respect at all times and in all circumstances.

Policy

We will not tolerate offensive behaviour within our school nor by others towards members of our school community nor any forms of Bullying, Discrimination, Harassment, Victimisation or Hate.

Nor will we tolerate any incitement or encouragement of such behaviours.

We will actively promote positive relationships and inclusiveness. Simply tolerating others with whom we differ is not a high enough standard for us. We include, value and respect others.

Important Cross References to other Policies

Our Policy on Equality / Equality Plan requires all members of our school community to be treated fairly, on an equal basis and with dignity and respect. They are entitled to work and interact in an environment in which they feel safe and which is free from all forms of Discrimination, Bullying, Harassment and/or Hate.

Our duties under our Policy on Safeguarding (and Child Protection) are always paramount and will take precedence where necessary. Under that policy we have obligations to protect all the children in our care including any who might be victims and/or accused of bullying or harassing others.

Approach

We will take seriously, thoroughly investigate and assess all allegations of behaviour which could constitute Bullying, Discrimination, Harassment, Victimisation or Hate and:

- Where adult members of our school community are the alleged victim we will also deploy our Grievance Policy and Procedures.
- Where employees of our school community are identified as (or alleged as) perpetrators of such behaviour we will deploy our Disciplinary Policy and Procedure.
- Where allegations are against other members of our community who are not employees (e.g. volunteers) we will use the Disciplinary Policy and Procedure (but without using the employment sanctions).
- Where pupils of the school are involved, similar methods to those set out in the above two policies and procedures can be used but in a manner which is sensitive to the circumstances and ages of those involved. In the case of pupils, behaviours which contravene this policy could lead to pupil-oriented sanctions up to and including exclusion. Refer also to our Pupil Behaviour Policy
- Where allegations or complaints of these sort of behaviours involve others who are not members of our community we will take these behaviours just as seriously as any others using similar methodologies as above to investigate and deal with these. It is important to note that the Headteacher has the right to impose a school premises ban on any person.

The Staff Code of Conduct (Behaviour) Policy is of particular relevance and it should be noted that this policy may provide further examples of unacceptable behaviour which could, if upheld, constitute Gross Misconduct.

It is also possible that allegations of the types of behaviours set out in this policy may arise via our Policies on Whistleblowing or Complaints. This policy and those mentioned above integrate to provide comprehensive mechanisms for defining what is expected and dealing with matters when problems arise.

Authority

The Headteacher has the authority delegated from the Governing Body to address all matters under this policy except where stated otherwise in other specific procedures which are being deployed (e.g. Disciplinary) or where an allegation or incident involves the Headteacher themselves. In this latter case, the Chair of Governors will lead under this procedure.

Definitions

Bullying

There is no legal definition of bullying and bullying per se is not against the law. Nevertheless all bullying is unacceptable to our school. However, certain types of bullying are against the law, for example bullying which involves,

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault - hitting, kicking, taking belongings
- teasing
- making threats
- name calling
- insulting or offensive remarks
- Indirect – spreading nasty rumours, sending offensive, abusive or threatening messages
- cyberbullying - bullying via mobile phone or online (for example email, social networks and messaging)
- involve racism, sexual, gender, gender orientation (see also Harassment)

Headteachers have the legal power to also make sure that our pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council (having first discussed this with the Headteacher unless the Headteacher is implicated. In this case, contact the Chair of Governors).

Bullying is unwanted, aggressive behaviour (often, but not exclusively, among school aged children) that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both those who are bullied and those who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** People who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

However, it is also important to understand bullying in perspective:

“Bullying: All children make friends, break friends, say horrible things to each other, are spiteful, tease and jostle for places in the pecking order of school and family. Bullying is something beyond that.” Keith Sullivan: The Anti-Bullying Handbook: 2001

There may sometimes be misunderstanding about the meaning of the term ‘bullying’ and it is important to be aware of this. For example, some, one-off incidents, whilst they may be serious and must always be dealt with, will not fall within the definition of ‘bullying’. Nevertheless, if a child or an adult reports that they are being bullied or feeling bullied, this must always be taken seriously and addressed.

Harassment

Harassment is against the law. There is a legal definition of Harassment in the Equality Act 2010 :

Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

The protected characteristics in law are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Our school goes further in considering harassment to additionally include selectively discriminating or treating another person negatively because they are somehow different or

perceived to be different. The best word to describe this is "otherness". In our school there is no such thing as "otherness"; there is only "inclusiveness".

Victimisation

Victimisation is against the law and is when someone treats you badly or subjects you to a detriment because you complain about discrimination or help someone who has been the victim of discrimination. Because the Equality Act recognises you may be worried about complaining, you have extra legal protection when you complain about discrimination. Detriment means you've suffered a disadvantage of some sort or been put in a worse position than you were before.

Hate

Is acting (or encouraging or inciting others to act) in such a way as to create or perpetuate dislike for people based on them being different in some way. It may create a climate which fosters acts of bullying and/or harassment.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying, discrimination, harassment, victimisation or hate from our school. The Governing Body will not tolerate any such behaviour at all in our school, and any incidents of that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body monitors incidents that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all such incidents, and to report to the governors on request about the effectiveness of school strategies.

Any person who is dissatisfied with the way the school has dealt with an incident or allegation can use the school's Policy on Complaints.

The role of the Headteacher

It is the responsibility of the headteacher to implement this policy, and to ensure that all staff (both teaching and non-teaching) are aware of it and know how to identify and deal with incidents, allegations or concerns.

The Headteacher reports to the Governing Body on this policy as above (the role of Governors).

The Headteacher is to promote and ensure a positive culture as set out in the Aims of this policy.

The Headteacher must ensure that all children and staff know that bullying and the other negative behaviours covered by this policy are wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children and staff to this fact at suitable opportunities. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to explain to children and staff why this behaviour was wrong, and action the school has taken.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents, allegations or concerns.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important, valued and belong within a friendly and

welcoming school, bullying and these other behaviours are far less likely to be part of their behaviour.

The role of the Teacher and Support Staff

All the staff in our school take all forms of bullying, discrimination, harassment, victimisation or hate seriously and seek to prevent these behaviours from taking place. The best way to prevent these behaviours is to engender a culture of mutual Dignity and Respect where everyone feels valued and values others and, especially, where difference is recognised, respected and valued.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an incident, receive an allegation or a concern is raised with them, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support anyone who is (or feels) a victim. If a child is being mis-treated then, after consultation with the Headteacher, the teacher informs the child's parents or carers.

In the Headteacher's office, there is a logbook in which the Headteacher records all incidents, allegation or concerns raised about bullying, discrimination, harassment, victimisation or hate that occur both in and out of class.

When any such behaviours have taken place between pupils, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong, trying to understand and address what is causing the behaviour, and clearly defining how they should change their behaviour in future. The Headteacher would then invite the child's parents or carers into the school to discuss the situation. If appropriate, the Headteacher may contact external support agencies, such as the social services or Parent Support Advisor.

Teachers use a range of methods to help prevent these behaviours and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of children who are victims, and to practise the restraint required to avoid lapsing into these negative behaviours. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of Parents and Carers

If a parent/carer is concerned that their child or another is being bullied, discriminated against, harassed, victimised or the target of hate they should contact their child's class teacher immediately. A meeting with the Headteacher, parent/carer and class teacher is then arranged. If the parent/carer feels that the matter has not been satisfactorily resolved, they should follow the school's Policy on Complaints.

Parents and carers have a responsibility to support this policy, by actively encouraging their child to be a positive and fully inclusive member of the school.

The role of Pupils

Pupils are encouraged to tell anybody they trust if they are being (or feel) bullied, discriminated against, harassed, victimised or targeted by hatred.

Pupils are invited to tell us their views about a range of school issues, including those in this policy.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about its effectiveness.

This policy is the Governors' responsibility, and they review its effectiveness regularly. They do this by receiving reports from the Headteacher and by examining the school's logbook, where incidents, allegations or concerns raised are recorded, and by discussion with the Headteacher about how this policy is working and how matters in the logbook were dealt with. Governors will work with the Headteacher to look for any patterns in the log book, for example for racism, sexism or behaviours directed at children with disabilities or special educational needs.

This policy will be reviewed every three years, or earlier if necessary.