



**Southview School, Southview College and The View  
Hereafter referred to as “Southview School”**

<b>Anti-bullying and Harassment, Racist and Homophobic Incidents Policy and Strategy</b>	
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Approved by:	Local Advisory Committee
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### Foreword

This document is drawn from and acknowledges the ‘Essex County Council and Partners Anti Bullying Policy and Strategy 2008’ and the 2012 DFE publication ‘Preventing and Tackling bullying’

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

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, college and residential provision will do to challenge bullying, racist and homophobic incidents when we meet them in Southview School. We believe that all children 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 View follows well established policies within Southview School but recognises students will stay evenings and overnight, and will potentially have an elevated risk of anti-social behaviour e.g. anti-bullying, homophobia and racism. This is due to The View being a residential provision which gives more time for recreational activities. Staff will need to have increased vigilance with additional alertness and give consideration to different circumstances. This will be referenced in students Placement Plans.**

**Southview School, Southview College and The View Anti-Bullying Policy  
Hereafter referred to as “the school”**

**We encourage all children and staff to feel empowered to challenge, remedy and prevent bullying, racism and homophobia.**

**This document complements our Child Protection Policy and uses common reporting approaches to ensure we have a system which staff understand and can use effectively.**

**Southview School's designated lead on anti-bullying and cyber-bullying is the Head Teacher or Residential Lead.**

## **Section1 What is 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.'*** Essex Anti-Bullying Steering Group in 2008 taking account of the DCSF guidance 'Safe to Learn: Embedding anti-bullying work in schools.

Bullying can take different forms such as:

- Physical – examples include punching, kicking or hitting. It could also include damage to school work or another person's belongings.
- Emotional – examples are the deliberate isolation and rejection of a pupil, often by taking their friends away. Can also include looks and stares.
- Verbal – examples are name calling, put downs and may include sexual or racial comments.
- Prejudiced based bullying – this is generally driven by negative attitudes towards another group of people – the victim is often seen as 'different' – including homophobic bullying and racist bullying.
- Cyber bullying – the use of electronic communication to deliberately hurt someone including sending 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 children and technology, all adults know how to minimise and deal with incidents.**

Some incidents of Bullying may have **Child Protection** implications, **racist or homophobic 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.

## **Section 2 What is Racism**

Racism is where any bullying or exclusion from the community of the school or a small group is based on a child or member of staffs race or their religion if closely associated with their racial group religion. In school it can lead to bullying as described above. Our PSHE programs and the way we all conduct ourselves in school and respond to such

incidents forms a powerful model for our children regarding how to deal with racism. **We do not tolerate it!** We celebrate and enjoy our differences, and support a diverse and whole community with no exclusions.

### **Section 3 What is Homophobic bullying**

Homophobic bullying where any bullying or exclusion from the community of the school or a small group is based on a learner or member of staffs real perceived or imagined sexual preference. In Southview School it can lead to bullying as described above, with name calling, exclusion and in extreme cases violence, it is based in ignorance and fear. Our PSHE programs and the way we all conduct ourselves in school and respond to such incidents forms a powerful model for our children regarding how to deal with homophobia. **We do not tolerate it!** We celebrate and enjoy our differences, and support a diverse and whole community with no exclusions.

### **Section 4: What we do**

- 4.1 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 children 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
- 4.2 The Headteacher/Deputy Head and Residential Lead 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 children and parents to be resolved positively for all the school and community.
- 4.3 By our approaches to and development of the individuals in our care in a moral and unambiguous setting we develop:
- 4.4 Every experience a learner receives in Southview School, College & The View, 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.
- 4.5 We all have a statutory duty to promote children' 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. As a school, college and residential provision we seek to promote a positive enjoyable educational experience for all of our children and colleagues. We believe you should make someone's day, through praise of their work, behaviour, their example or their positive approach.

## **What staff need to ensure they understand**

### **Behaviour**

- How to promote, encourage, expect and praise good behaviour.
- Ensure that they model respect in all their dealings with children 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 children 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 children 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 child or student being bullied, suffering racial or homophobic abuse subtle or otherwise it's your job to deal with it with colleagues and to report it, at Southview report it to the Head, Deputy Head or the Residential Lead (or a safeguarding lead) on a CPOMS.**

Because we value all children, 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

### **References:**

Children's Act 2004

*Don't Suffer in Silence* DfES 2000 updated 2003

Safe to Learn: Embedding Anti-bullying work in schools DCSF 2007

DfES Guidance Ref.LEA/0027/2004, Safeguarding Children in Education

*Essex and Southend Healthy Schools Partnership*  
<http://www.essexandsouthendhealthyschools.com/>

*Peer Support and Mediation: Training Course for Schools Essex County Council 2005*

*Playleaders Improving Primary School Playtimes through peer support, Essex County Council, 2004*

*Safe to Tell. Lucky Duck Publishing, 2000*

Smith, P.K. (2005) Bullying: Recent Developments, learner and Adolescent Mental Health Vol 9, No.3, 2004 p 98-103

Tackling Racism and Promoting Multicultural Awareness Guidance for schools on policy, planning and practice, Essex County Council 2001

Working Together to Safeguard children – Published by the Stationery Office in 1999. Issued by the Department of Health, Home Office and Department of Education and Employment. ISBN: 0113223099

Southend, Essex and Thurrock (SET) learner Protection Procedures 2006

Creating a Telling School. Essex County Council & Lucky Duck Publishing, 2005

*Dealing With and Reporting Racist Incidents in School* (Essex CC, 2003)

Promoting Positive Behaviour: The Essex Approach (1998) ECC

### **Helpful documents and resources :**

[www.uttlesfordnhw.org.uk/bullying/](http://www.uttlesfordnhw.org.uk/bullying/)

Don't Stick it Stop It! Bullying wrecks lives: the experiences of children with a learning disability MENCAP

The School Report, The experiences of young gay people in Britain's schools, Stonewall

Homophobic bullying

Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

This is best used directly from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

The downloads are particularly useful and provide scripts to support staff and young people

Cyberbullying

'Lets Fight it Together' [info@childnet.com](mailto:info@childnet.com)

Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Bullying Involving children with Special Educational Needs and Disabilities: Safe to Learn: Embedding anti-bullying work in schools DCSF 2007  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Anti-bullying Alliance (ABA) [www.anti-bullyingalliance.org/](http://www.anti-bullyingalliance.org/)  
Anti-bullying Audit tool kit  
Audit tool for children and young people  
Audit tool kit user's guidance  
Audit tool kit for staff  
Audit tool kit for parents and carers

E-engage

On-line bullying and safety. This offers support on-line opportunities for young people to learn while working live with experts. [www.e-engage.net/video](http://www.e-engage.net/video)

Stop Text Bully

[www.stoptextbully.com](http://www.stoptextbully.com) This website offers guidance to children and young people if they are being bullied by texts, calls, photos and emails. There is good advice on how to stay safe whilst using mobile phones and IT.

Cyberbullying:

Guidance – [www.dcsf.gov.uk](http://www.dcsf.gov.uk)

News articles on cyberbullying compiled by the National children's Bureau

[Email-library@ncb.org.uk](mailto:Email-library@ncb.org.uk) [www.ncb.org.uk](http://www.ncb.org.uk)

Learner Exploitation and On Line Protection Centre (CEOP):

CEOP Education runs training on cyberbullying and participants can then access their materials and DVD for use in schools.

To view their DVDs go to [www.youtube.com/ceop](http://www.youtube.com/ceop)

CEOP Education ([Education@ceop.gsi.gov.uk](mailto:Education@ceop.gsi.gov.uk))

learnernet International

[www.digizen.org](http://www.digizen.org)

This website has a DVD about cyberbullying. This could be used in school assemblies. You will also find updates and links to different articles and information.

[www.dontstickit.org.uk](http://www.dontstickit.org.uk) This MENCAP website provides cartoon scenarios for children and young people as well as information

Kidz Aware

Disability and equality awareness activities manual

[info@kidzaware.co.uk](mailto:info@kidzaware.co.uk)

Know IT All

Is an interactive CD rom commissioned by the DCSF from learnernet International. The key aim is to encourage parents to have a dialogue with their children about the internet.

<http://publications.teachernet.gov.uk>

The children's Legal Centre

Is an independent charity which provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Girl bullying

'Understanding Girls' Friendships, Fights and Feuds.' A practical approach to Girls' bullying, Valerie E Besag Open University Press 2006

**Acknowledgements to:**

The Essex Anti-bullying Steering Group  
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DFE  
childnet

## **A Brief Summary of the 'Support' Approach**

### **Step one – meet with the targeted child or student**

After a bullying incident has been referred for 'support group' intervention, the facilitator will talk to the targeted pupil about his/her feelings. No questions are asked about the incidents but information is needed about who was involved.

### **Step two – convene a meeting with the people involved**

The facilitator arranges to meet with the group of children who have been involved. This will include children who have been directly involved as well some bystanders or colluders and either friends of the target or good role models. A group of six to eight young people is recommended (This is a class for us and therefore this would be a class based activity).

### **Step three – explain the problem**

The facilitator tells the group about the way the target is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress.

### **Step four – share responsibility**

The facilitator **does not** attribute blame but does emphasise the joint responsibility of all to help the targeted pupil feel happy and safe.

### **Step five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The facilitator gives out some positive responses but s/he does not go on to extract a promise of improved behaviour.

### **Step six – leave it up to them**

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to 'catch up' with each of the group in a few days (or sooner if appropriate) to see how things are going.

### **Step seven – meet them later**

A few days later and then regularly for a number of weeks, the facilitator discusses with each pupil, including the targeted pupil, how things have been going. In some situations a simple non-verbal signal can be used to indicate how well the plan is going such as thumbs up. This allows the facilitator to monitor the bullying and keeps the young people involved in the process. This monitoring should continue until the facilitator is confident that the bullying has stopped. All monitoring needs to be recorded.

For a fuller explanation of this method please refer to *Creating a Telling School*. Essex County Council & Lucky Duck Publishing, 2005