

Wye Forest Federation

Redbrook Church of England Primary School
St Briavels Parochial Church of England Primary School



Name of Policy: **Anti-Bullying and Hate Incidents Policy**
September 2021

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	
Signed by: (Executive Headteacher)	
Signed by: (WFF Chair of Governors)	
Implemented:	
Review date:	

Wye Forest Federation Anti-Bullying and Hate Incidents Policy

September 2021

Policy Statement

1. The core purpose of any Church school is to maximise the learning potential of every pupil. Creating a climate for education where all pupils want to engage in learning is paramount and this means pupils need to feel safe and happy, and want to attend. Any form of bullying or hate activity which thwarts security and wellbeing will have a detrimental effect on an individual's ability to learn. The Federation believes that every child is a child of God and should be valued as such. This is why The Wye Forest Federation places huge importance on ensuring that bullying and hate incidents are tackled.

2. Purpose & Scope: This policy is intended to provide guidance to the Governing Board and all teaching and support staff regarding dealing with and preventing bullying and hate incidents.

Introduction

The Wye Forest Federation believes that all children have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. The Wye Forest Federation aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

The Federation has a system of rewards which aims to motivate and encourage pupils as well as helping to build individual self-confidence and self-esteem. The Wye Forest Federation values everyone's unique contribution to the community. Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils and all staff have a duty of care, to ensure that pupils are protected from harm.

The Wye Forest Federation allows children to gain a 'lived' understanding of how our Christian vision feeds into positive and purposeful lives i.e. by taking responsibility for learning and behaviour, being compassionate to others who may struggle or find themselves in difficult situations.

The Federation will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds

Defining Bullying

Bullying is when a person deliberately makes another person feel hurt, intimidated or distressed through mental, verbal or physical abuse. This includes cyber-bullying, prejudice based and discriminatory bullying and hate incidents/crimes i.e. An incident which is perceived by the victim or any other person, as being motivated by hostility or prejudice. Such an incident may or may not constitute a criminal offence.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, eg homeless.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

It is very important for pupils to realise the extent of bullying as many are mistaken or misunderstand the definition when they 'fall out' with friends. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank and to be resilient. Pupils have to learn how to deal with these situations and develop social skills to repair relationships.

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 truanting from the Federation. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing.

The Aim of the Policy

The aims of The Wye Forest Federation anti-bullying policy is to assist in creating an ethos in which attending the Federation is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the Federation community are responsible for helping to reduce bullying incidents; Federation staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. The policy aims to encourage pupils to report incidents of bullying and, in turn, to ensure that incident of bullying are dealt with effectively.

Victims who report bullying will always be listened to and pupils displaying bullying behaviour will be encouraged to change their attitudes and understand the implications of their actions. The Federation will equip all staff with the necessary skills and information necessary to deal with incidents of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared it with relevant organisations.

What can a pupil do if they are being bullied?

Pupils should always feel confident that they will be listened to if reporting a bullying incident and should tell an adult that they trust.

Pupils will be encouraged to:

- i. Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- ii. Be proud of who you are. It is good to be individual.

- iii. Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- iv. Stay with a group of friends/people. There is safety in numbers.
- v. Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- vi. Not immediately fight back as it may make things worse. Talk to a teacher or parent/guardian first.

If a pupil knows someone is being bullied:

- i. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ii. If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble

As a Parent: signs of bullying

In identifying or dealing with bullying, a parent should consider the following steps:

- i. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- ii. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- iii. If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- iv. It is important that you advise your child not to fight back. It can make matters worse!
- v. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- vi. Make sure your child is fully aware of the Federation policy concerning bullying, and that they must not be afraid to ask for help.

Federation Commitments

The Wye Forest Federation Schools will:

- i. Organise the Federation community in order to minimise opportunities for bullying and hate incidents, e.g. provide increased supervision at play times.
- ii. Use any opportunity to discuss aspects of bullying and hate incidents, and the appropriate way to behave towards each other, e.g. in Collective Worship.
- iii. Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- iv. Encourage pupils to treat everyone with respect.
- v. Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- vi. Ensure the fair and consistent application of this policy and the Federation's Behaviour Policy.
- vii. Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- viii. Treat bullying and hate incidents as serious offences and take every possible action to eradicate it.
- ix. Work alongside other agencies concerned with the wellbeing and welfare of children.
- x. Review the Federation Policy and its degree of success.

Action to be taken when bullying is suspected:

Two main aims determine appropriate action when reacting to incidents of bullying:

- i. To make the child who has been bullied or the victim of a hate incident feel safe.

- ii. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this, the Federation will use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is recently established behaviour by an individual or group which includes regular name calling, intimidation or social exclusion, (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven step approach – see appendix a.

If the bullying is identified as a hate incident/ crime or involves an individual or group, who have been involved in bullying on a previous occasion and the federation has previously implemented the problem solving approach then the following procedure will be followed:

- i. The Executive Headteacher is informed
- ii. The pupil who has been bullied is interviewed and their comments recorded
- iii. The pupil or pupils who have been displaying bullying behaviours is/are interviewed and their comments recorded
- iv. The parents of the individual/s who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Executive Headteacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.
- v. Where there is a potential for an incident to be a criminal offence, the executive Headteacher will contact Gloucestershire Constabulary through the local policing team or School Beat Officer.
- vi. Individual Behaviour Plans to set targets to improve and monitor behaviours are set up which may involve calling upon the expertise of outside agencies
- vii. In persistent circumstances sanctions may include;
 - Permanent exclusion
 - Temporary exclusion
 - Exclusion from the school premises

Disciplinary Steps

Where disciplinary steps are required, the Federation will consider the following actions, depending on the nature and severity of the incident:

- i. Bullies will be warned officially to stop offending.
- ii. Parents/guardians will be informed.
- iii. Pupils may be excluded from participation in play time at break and/or lunch times.
- iv. Pupils may have other privileges removed.
- v. Pupils may be escorted to and from the Federation premises.
- vi. If bullying is persistent, pupils may be excluded for a fixed period (one or two days).
- vii. If bullying continues following return from a fixed term exclusion, a longer period of removal may be considered.
- viii. Ultimately, permanent exclusion (expulsion) will be considered.

Recording and reporting incidents

All bullying allegations and incidents are accurately recorded on our safeguarding software CPOMS as a method of keeping track for the school and internal use.

Findings linked to this are reported to the Governing Board through the Executive Headteacher's written report.

Where hate incidents/ crime have been identified this data will be shared immediately with the linked Safeguarding Governor and as part of safeguarding data shared with GCC through the 175 audit and Ofsted.

Related Policies

Behaviour Policy

Safeguarding Policy

SEND Policy

Appendix A

Support Group Method (7 steps approach)

There are seven steps in the method, beginning with an interview with the victim, then holding a meeting with a group of pupils including both the bullies and other students (but not the victim), and ending with meetings with the individuals who have taken part in the application of the method.

Step 1 - Talking with the victim

The practitioner meets with the victim to establish the impact that the bullying has had. The victim is not asked to describe particular incidents in which bullying has taken place, but is encouraged to provide a detailed and graphic account of the distress that he or she has experienced. This may take the form of a piece of writing or a drawing that expresses how the child has been affected by the bullying. The victim is asked to identify the 'bullies' and to suggest the names of people to form a group who could help solve the problem. Assurance is given that no one will be punished.

Step 2 - Convening a group meeting

This meeting includes the children who have been identified as those engaging in the bullying, and some other students who are selected by the practitioner because they are expected to be helpful in bringing about a positive outcome. The victim is not required to be present. Generally the group size is around 6 to 8.

Step 3 - Explaining the problem

The practitioner draws attention to the problem and especially to the distress that the victim is experiencing, using evidence provided by the victim. Specific incidents are not described and no accusations are made.

Step 4 – Promoting shared responsibility

It is made clear that no one is going to be punished and that the group has been convened to help solve the problem and that everyone has a responsibility to improve the situation.

Step 5 – Asking for ideas

The practitioner asks for suggestions about how things can be made better for the victim. Each person present is asked to make a personal statement on what he or she will do to help.

Step 6 - Leaving it up to them

Having explained the situation, the practitioner passes responsibility for the problem over to the group, thanks them for their support and indicates that there will be further meetings with each of the students to see how things are going.

Step 7 - Final meetings

A week or so later the practitioner meets with members of the group individually to ascertain progress. The victim is also interviewed as part of the monitoring process. It is important to recognise that although no one is being blamed for the bullying this approach is quite confrontative and conveys that the children do have a joint responsibility to improve the situation for the victim.

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