



WYE FOREST FEDERATION ST.BRIAVELS AND REDBROOK PRIMARY SCHOOLS

Name of Policy Anti-Bullying & Hate Incident Policy

Date March 2020

Review Date March 2021

Signed _____ (Executive Headteacher)

Signed _____ (Chair of Governors WFF)

Date of Review: _____

Date of Review: _____

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Wye Forest Federation

ANTI-BULLYING & HATE INCIDENTS POLICY - 2020

1 Aims and Expectations

The aim of the anti-bullying & hate incident policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied or being a victim of hate incidents. Bullying and hate incidents are anti-social behaviour and affect everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying and hate incidents are addressed will pupils be able to fully benefit from the opportunities available at schools. We are a *TELLING* school. This means that *anyone* who knows that bullying or hate incidents are happening to children or adults, is expected to tell the staff, or governors. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Bullying is: "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

A hate incident is defined as:

"Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014). If a criminal offence has been committed the incident becomes a Hate Crime

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.

- Bullying and hate incidents can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

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- Bullying and hate incidents are recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying and hate incidents can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying and hate incidents are allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying and hate incidents can emphasise differences of:

Gender

Gender identity

Race

Sexual orientation

Special educational needs or disability

Culture or class

Appearance or health conditions

Religion or belief

We are committed to taking prejudice-based incidents seriously, ensuring that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work

2 Objectives

To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.

To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying and hate incidents are not acceptable.

To ensure a consistent approach to preventing, challenging and responding to incidents of bullying and hate that occur.

To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying and hate-free environment.

To outline our commitment to continuously improving our approach to tackling bullying and hate incidents by regularly monitoring and reviewing the impact of our preventative measures.

3) Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying and hate incidents, as well as criminal and civil law.

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If a criminal offence has been committed the Incident becomes a Hate Crime

These may include
(but are not limited to):

- o The Education and Inspection Act 2006, 2011
- o The Equality Act 2010
- o The Children Act 1989
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988
- o Public Order Act 1986

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.

4) Responsibilities

- **It is the responsibility of:**

- o **The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.**
- o **Governors to take a lead role in monitoring and reviewing this policy.**
- o **All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.**
- o **Parents/carers to support their children and work in partnership with the school.**
- o **Pupils to abide by the policy**

The Head Teacher to report incidents via

<https://www.gloucestershire.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

3. Bullying and Hate incidents outside of school

Bullying and hate incidents are unacceptable and will not be tolerated, whether it takes place, inside or outside of school. Bullying and hate incidents can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying/hate in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, governors, parents, carers, and pupils must be vigilant to bullying and hate incidents outside of school and report and respond according to their responsibilities outlined in this policy.

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4. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated.

This type of language can take any of the forms of bullying/hate listed in our definition of bullying/hate. It will be challenged by staff and recorded (on CPOMS) and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Staff are also encouraged to record the casual use of derogatory language in a classroom log.

5. Prejudice based incidents

A prejudice based incident can be a one-off incident, of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded on CPOMS and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables specific targeted anti-bullying interventions to be put in place.

6 The role of governors

6.1 The governing body supports the Executive headteacher in all attempts to eliminate bullying from our schools. This policy statement makes it very clear that the governing body do not allow bullying or hate incidents to take place in our schools, and that any incidents of bullying or hate which do occur are taken very seriously and dealt with appropriately.

6.2 The governing body monitor the incidents of bullying which occur, and review the effectiveness of the schools' policy regularly. The governors require the Executive Headteacher and/or Senior teachers to keep accurate records of all incidents of bullying and hate and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying or hate. In all cases, the governing body notifies the Executive Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

7 The role of the Executive Headteacher

7.1 It is the responsibility of the Executive Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying and

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hate. The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

7.2 The Executive Head Teacher ensures that through PHSME teaching all children know that bullying and hate is wrong and is unacceptable behaviour in both schools. The Executive Head Teacher may use worship to respond to any such incidents

7.3 The Executive Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying or hate.

7.4 The Executive Head Teacher sets the climate of mutual support and praise for success, so making bullying and hate incidents less likely. When children feel they are important and belong to a friendly and welcoming school, bullying and hate incidents are far less likely to be part of their behaviour.

8 The role of the teacher

8.1 Teachers within the federation take all forms of bullying and hate incidents seriously, and intervene to prevent incidents from taking place. They record all incidents that happen in their class and that they are aware of in the school on CPOMS and share with the Executive Head Teacher.

8.2 If teachers witness an act of bullying or a hate incident, they do all they can to support the child who is being targeted. If a child is, in spite of best efforts to stop the bullying, being bullied over a period of time, then, after consultation with the Executive Head Teacher, the teacher informs the child's parents.

8.3 We keep a record of all incidents of bullying or hate that we are informed/aware of that occur outside lesson time, either near the schools or on the children's way home or to school. If any adult witnesses an act of bullying/hate or bullying/hate is reported to an adult, they record it on CPOMS (Online safeguarding record keeping tool).

8.4 If, as teachers, we become aware of any bullying or hate incident taking place between members of a class, we deal with the issue immediately. This *may* involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. We may involve the Family Support Worker. If a child is repeatedly involved in bullying other children, we inform the Executive Head Teacher and the Inclusion Leader. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive Headteacher may contact external support agencies such as Early Help or social services.

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8.5 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying/hate and behaviour management.

8.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying or hate.

9 The role of parents.

9.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

9.2 Parents have a responsibility to support the federation's anti-bullying policy and to actively encourage their child to be a positive member of their school.

Implementation

The following steps *may be taken* when dealing with incidents:

- If bullying or hate incidents are suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS and the Executive Head teacher will be alerted.
- The Executive Headteacher/senior teacher will interview all concerned and will record this on CPOMS.

Strategies for dealing with bullying and hate incidents;

- A school policy known and supported by teachers, pupils, parents and governors.
- Considerations given to the high risk areas, with close supervision during break and lunch times.
- Involve midday supervisors and TAs in training and discussion of how to effect better behaviour in the playground.
- Older, more responsible pupils paired with younger, more vulnerable pupils through Buddy system.
- Involvement of parents at an early stage.
- Encourage teachers to offer a curriculum with opportunities to develop a sense of worth.
- Review the rules and expectations of the school.
- Encourage the pupils to realise it is their responsibility to ensure the safety and welfare of all, and by reporting bullying/hate incidents they are not telling tales.
- At initial meetings, parents should be encouraged to contact the school if they become aware of any child at all in difficulties.
- Identify a person to whom the pupil can speak in confidence.

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- Provide equipment for the playground – balls, games, skipping ropes, etc
- Talk in groups about bullying/hate incidents.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied or targeted. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- doesn't want to go on the school bus;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has money continually "lost";
- has unexplained cuts or bruises;
- comes home starving (lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying/hate incidents should be considered a possibility and should be investigated

10 Monitoring and review

10.1 This policy is monitored by the Executive Head Teacher, who reports to governors about the effectiveness of the policy on request.

10.2 This anti-bullying policy is the individual school governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying record keeping via CPOMS, and by discussion with the Executive Head Teacher.

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Links with other school policies and practices

- This policy links with several school policies, practices and action plans including:
 - o Behaviour policy
 - o Complaints policy
 - o Child protection policy
 - o Confidentiality policy
 - o Online safety and Acceptable Use Policies (AUP)
 - o Curriculum policies, such as: PSHE, citizenship and computing
 - o Social media policies

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112

www.victmsupport.org.uk). Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 www.restorativegloucestershire.co.uk) If a hate incident/crime has happened – use the terms both in recording and dealing with issue. The school may deem it appropriate to take a restorative approach when dealing with Hate Crime incidents to modify behaviours and support both the victims and perpetrators. Hate crimes must be reported via <https://www.gloucestershire.police.uk/ro/report/ocr/af/how-to-report-a-crime/>