

A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School ANTI BULLYING AND HATE POLICY

(Linked to Behaviour, SEN, Equal
Opportunities and Keeping Children Safe in
Education policies)

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Review Date: Annual/Autumn Term 2

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in *'Every Child Matters'*. The school is also committed to the Anti-bullying Charter for Gloucestershire (see Appendix 1)

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). This policy covers all forms of bullying - homophobic, cyber, Lesbian, gay bi-sexual and transgender, racist, Gypsy, Roma and Traveller children.

The policy also refers to hate crime. Hate Incident/Crime is defined:

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.

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.

Who are the perpetrators?

The behaviour of perpetrators of Hate Incidents of Crimes should never be tolerated. The majority of perpetrators are not necessarily 'haters', more often everyday offenders are motivated by their perception of an imagined threat or unfounded fear or concern about 'difference'. Having a good understanding of incidents that are occurring in our county through the reports received of such incidents enables the authorities to develop focused and targeted prevention and intervention strategies to challenge and address the root cause of the problem.

It covers all types of hate crime:

Transphobic, Race, Sexuality, Disability, Religious or Age related

For further details: <http://gloshate.co.uk/>

Our school policies covers all children and adults.

Our School's definitions:

Years 5/6's definition

What is Bullying:

- It happens regularly – more than once
- It makes you feel negative about yourself
- It can make you feel small
- It might make you angry or sad.
- It is usually intentional
- It doesn't stop when you ask them to.
- It is deliberately picking on someone.

What types of bullying can you think of?

- Physical – hitting someone

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- Cyber – saying or typing nasty things online or via a phone
- Verbal – calling people names etc
- Emotional – ignoring someone, isolating them, making fun of them, pulling faces.

What can we do in order to help stop bullying or being bullied?

- Tell a trusted adult
- Tell your friends
- Try to walk away
- Stand up for yourself
- Don't be on your own
- Ask the person to stop – they may not realise they are making you feel bad.

Years 3/4's definition is:

Bullying is being mean physically, verbally or mentally to someone else on purpose and repeatedly.

Years 1/2's definition:

Bullying is when people are always mean and unkind to you. They might hurt you or say mean things to you or say mean things to you all the time.

Bullying is when others don't stop being mean even when you say stop or if an grown up tells them.








Reception's definition:

- A bully is someone who hurts you lots of times. They might hurt you or say unkind things to you.
- If it happens we can: Tell a teacher, Tell our Mum or Dad, be friends with everyone and if people are sad make them happy

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Aims and objectives

To establish behaviour that reflects the caring Christian ethos of the school and our school values.

-  Celebrate and be proud
-  Give respect, gain respect
-  Create, learn and achieve
-  Aspire, be challenged and confident in all you do
-  Value yourself and others
-  Embrace, enthuse, enjoy
-  New day, new start

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- Evaluation and review of this policy will be carried out in line with our school development plan.

The role of the teacher and support staff

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Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If a child discloses bullying, as soon as there is a hint of a child protection issue, the normal bullying investigation should stop and child protection

All individuals working with children, young people and their families have a duty and responsibility to report any allegations or concerns of a child protection nature, which comes to their attention. When such a concern is raised you should:

- Discuss with the school's Designated Safeguarding Lead, Mrs Lisa Hinkley.
- In writing, log briefly and accurately the concern and the child's comments.
- in those cases where there is a concern but are unsure about how to proceed contact the
- **Children's Help Desk Tel: 01452 426 565.**
- Further guidance can be found at <http://www.gscb.org.uk>

procedures should take place (see Child Protection Policy)

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Staff are all trained on how to deal with bullying and it is discussed annually at the Behaviour Policy review and more often if needed. Each week we have a section of the staff meeting where we discuss any pupils we are concerned about and how we can all help.

Where there are concerns about bullying staff should look for the following indicators;

- A pupil may not want to go to school
- Begin truanting
- Often feel ill
- Suddenly become ill when it is time for school
- Be frightened to walk to and from school
- Begin to lag in their school work
- 'Lose' possessions at school
- Cease to communicate very well
- Change their behaviour, eg become aggressive, withdrawn, anxious etc
- Lose their appetite
- Have regular nightmares and/or bedwetting
- Ask for money or begin to steal money
- Bully younger brothers/sisters
- Attempt suicide

This is not an exhaustive list neither is it comprehensive, pupils can display many complex behaviours when they are being bullied and staff need to look out for changes.

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.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents. Parents, staff and children involved work together to resolve the problem.

In staff meetings there is an opportunity to record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should discuss it with a member of staff and add the incident to CPOMS where senior staff will be alerted to the incident and can then take further action.

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When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher. 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 headteacher may contact external support agencies.

If there is a potential for an hate crime incident to be a criminal offence, the school will contact Gloucestershire Constabulary through our local policing team. 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)

Teachers use a range of strategies to help prevent bullying 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 bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

- Bullying education is an integral part of our PSHCE programme, it is discussed termly as part of assembly and parents are reminded termly about bullying what it is and how to deal with it. Peer mentoring, Young leaders and a whole school buddy scheme watches out for pupils who are isolated and not joining in. Pupils are encouraged to help, offer for them to join in a game or to sit and discuss with them why they are unhappy.

National anti-bullying week is used to support the school's work.

The role of the head teacher

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

It is the responsibility of the head teacher 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of

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bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of parents

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. If they are not satisfied with the response, they should contact the headteacher.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Our School Council has opportunities to raise pupil's views about a range of school issues, including bullying.

Pupil's ideas about how to stop bullying – see Class Charters in appendix 2

Monitoring and review

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining reports from CPOMS, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

Appendix 1

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Anti-Bullying Charter for Gloucestershire



Gloucestershire believes that all young people are affected by bullying. We believe that every young people's organisation and establishment should have an anti-bullying policy and will be working with them to raise awareness, helping to provide support for all young people on both sides of the bullying situation.

Mental ... Physical ... Cyber ... Mental ... Physical ... Cyber ...

Racial ... Homophobic ... Racial ... Homophobic ... Racial ... Homophobic ...

Racial ... Homophobic ... Racial ... Homophobic ...

Gloucestershire Members of Youth Parliament who created this Charter believe that:

Young people must be

- more actively involved in the development and review of policies and made more aware of what their school and youth project already has in place
- encouraged to sign up to an anti-bullying contract

Schools and youth projects should

- have an environment that promotes the safety and well-being of young people
- have a trained and supported peer mentoring scheme in place
- provide support to the bullies and the bullied
- take bullying incidents seriously and report/record any incidents with the agreement of the young person(s) involved, unless it a child protection issue
- listen and take seriously all young people involved in a bullying situation and provide advice and support through a trusting relationship to resolve issues

More education and information should be provided to young people about the different types of bullying and the effects that bullying can have on all young people

Mental ... Physical ... Cyber ... Mental ... Physical ... Cyber ...

Gloucestershire Members of Youth Parliament want to raise awareness of bullying issues by improving access to information about bullying.

They have created some useful links via the Anti-Bullying page at www.ukypglos.co.uk

By creating this Charter they hope schools and youth projects will sign up and adopt its aims – please go to www.ukypglos.co.uk to sign up.

Contact Details:

Members of Youth Parliament (Glos)
C/o CJ Phelps, Youth Engagement Worker
Positive Activities Team
Gloucestershire Youth Support Services
Grosvenor Hall
Grosvenor Street
Cheltenham, Gloucestershire GL52 2SG
Telephone: 01242 587279 / 07949 541595
Email: cj.phelps@gloucestershire.gov.uk

It's difficult to be heard when the world around you is so big.
Make the world smaller and your voice louder.



Youth Parliament
GLOUCESTERSHIRE

Gloucestershire



Gloucestershire
COUNTY COUNCIL

We are united against bullying

Following Anti-bullying week, the children have drawn up class charters to ensure that bullying is dealt with.

Class 1's Charter:

- Play with someone else
- Tell the teachers
- Tell Mummy or Daddy

Class 2's Charter

- Be nice to each other
- Be kind
- Help each other
- Play with each other
- Work as a team
- Make people laugh
- Be patient with each other

Class 3's Charter:

We choose...

- To be kind and caring to others (people we know)
- To not talk to strangers when we are on our own in person or online
- To help other when they are hurt or upset
- To not laugh when somebody falls
- To think about how others, feel, treating them with respect.
- To not use unkind words
- To keep our hands and feet to ourselves.

We choose when we are online...

- not to share personal information.
- not to make friends with strangers.
- not to play games with people we don't know.
- not to share pictures of others or ourselves.
- to block anybody who is unkind.

- if we receive a nasty message to tell a responsible adult and delete it.
- not to say anything unkind.
- to ask an adult if I can use the internet or to download a game.
- To ask an adult if you want to use your camera.

Class 4's Charter for online behaviour and safety:

- We promise that we will observe the following rules when we are online:
- No swearing
- Try not to trash talk
- Don't message strangers
- Don't make nasty comments (trolling) on people's videos etc.
- Don't click on random links or adverts - they can be scams, viruses or malware.
- Don't look at things that are not appropriate to my age.
- Don't pretend to be someone else / impersonate someone else.
- Be careful what you send - once you have, its no longer yours. Ask yourself, "Would I be happy for others to see this?"
- Don't open messages from people you don't recognise.
- Don't share passwords with anyone.
- Don't give away personal information or details about you.
- If I don't know what to do - I will ask or tell a trusted adult.