



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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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

# ANTI-BULLYING POLICY

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## 1. Statement of intent

At Whitminster Church of England Primary School we are committed to our school vision 'A Family, A Foundation, A Future. Our values led ethos permeates all aspects of school life. Through these values, respect, creativity, trust, forgiveness, generosity and perseverance, it is our intention to provide a caring, friendly and safe environment for all of our pupils.

Bullying of any kind is unacceptable at our school. It has no place here. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We aim to:

- Create a climate where bullying is not accepted in any form, including racial bullying, sexual bullying, bullying related to sexual orientation or disabilities.
- Prevent bullying from starting.
- Ensure staff respond consistently and appropriately to bullying.
- Empower victims of bullying to seek help.
- Involve everyone in acting against bullying.
- Support those involved in bullying to change their behaviour.

## 2. What is bullying?

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". We agree that:

- Bullying is behaviour by an individual or group that is repeated over time and that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be a 'hate incident' (see appendix 1 for definition), prejudice based or discriminatory.

### 2.1 Types of Bullying

#### ➤ Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

#### ➤ Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

## ➤ Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

## ➤ Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

## 2.2 Definitions by classes

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
- 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.

### **3. Why do we believe is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying and to help all involved to change in order for the bullying to stop.

### **4. Signs and symptoms**

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

- is frightened of walking to or from school.
- is unwilling to go to school (school phobic).
- becomes withdrawn anxious, or lacking in confidence.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in school work.
- has possessions which are damaged or " go missing".
- has unexplained cuts or bruises.
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- is afraid to use the internet or mobile phone.
- is nervous & jumpy when a cyber-message is received.
- begins to truant.

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

### **5. Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## 6. Responding to Bullying

### 6.1 The responsibility of school staff:

- **All** cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.
- In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All bullying incidents must be recorded. Parents of both parties should be informed.
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### 6.2 Children who feel bullied or see bullying:

- Blow the Whistle – tell their parents, tell an adult at school, tell their friends. Call it “bullying”.
- Ban Bullying - Tell the bully(ies) to STOP (without fighting back).
- Believe in Yourself - Tell the truth, talk about your feelings.

### 6.3 Parents of children who feel bullied:

- Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child's part in the incident too. Most importantly, try to understand if this is an isolated incident or another incident. If it is an ongoing incident please try to record the details of other times incidents may have happened.

- Inform the school through the class teacher or make an appointment to see the Head Teacher. It is important that you use the “bullying” word when talking to an adult in school if it is more than an isolated incident.
- Work with the school to help resolve the matter quickly.

#### 6.4 Children who are accused of bullying:

- Think carefully about what you may have done.
- Tell the truth, talk about your actions and your feelings.
- Be prepared to make amends.
- Accept help and be willing to change.

#### 6.5 Parents of children who are accused of bullying:

- Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child’s part in the incident.
- Work with the school to help resolve the incident quickly.

### **7. Managing the concern with the sole aim to make the bullying stop**

Bullying concerns will be recorded on CPOMS (Child Protection online Management System)

The incident, no matter how trivial, will be investigated. It is important that children are reminded about telling the truth, about what they did and how they felt. We will discuss with the children the issues appropriate to the incident and to their age and level of understanding.

Where an accusation of bullying is made, parents of the victim and persecutor will be informed and will be asked to come to a meeting to discuss the problem.

Actions will be agreed to stop the bullying, (see possible outcomes). This will include helping the bully (bullies) change their behaviour.

If necessary and appropriate, external agencies will be consulted, in order to provide the most appropriate support.

### **8. Outcomes**

In deciding outcomes it is important to remember what the children want:

- Time to think.
- Time to talk.
- Time to apologise.
- Time to forgive.
- Time to change.

The outcomes must be agreeable by all parties and may consist of the following:

1. The bully (bullies) will be asked to genuinely apologise. Additional consequences may take place, depending on the nature of the incident.
2. Victim and perpetrator support may be set up, for example:
  - buddy at playtime.
  - organised games at playtime.
  - use of bullying resources in class or at home.
3. Using our school values as our guide, as well as other resources, we will help children to re-build their relationship.
4. In serious cases, fixed term exclusions or permanent exclusion will be considered.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – this will be concluded with a review of the outcomes.

## 9. Related policies and Documents

- Attendance.
- Behaviour.
- PSHE
- Early Help.
- Acceptable use of IT.
- Health and Safety.
- Complaints.
- Physical Intervention.
- Relationships and Sex Education.
- Safeguarding and Child Protection

Whitminster CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This school aims to serve the community by providing high quality education and promoting Christian Values.

### Appendix 1 – Hate crime and bullying

Understanding how bullying relates to hate crime and hate incidents, and what the law has to say about it.

There is no legal definition of a **hate crime**. However, the police and the Crown Prosecution Service (CPS) have an agreed definition as follows: A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation;

disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

There is a distinction between a hate crime and a **hate incident**, which is defined like this: A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

## CPS GUIDANCE

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide-ranging and includes the following:

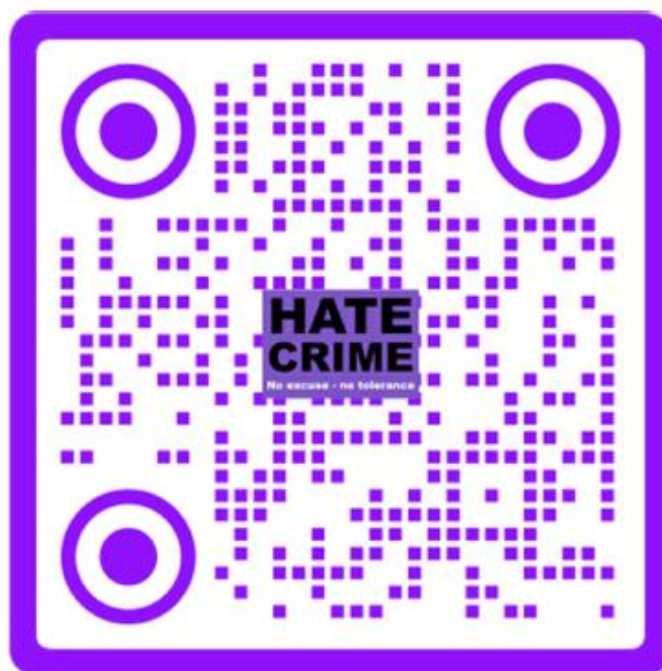
- verbal abuse
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/hate-crime-and-bullying>



## HATE INCIDENT REPORTING FORM

FOR SCHOOLS, COLLEGES, AND OTHER EDUCATIONAL SETTINGS IN GLOUCESTERSHIRE, FOR RECEPTION THROUGH TO YEAR 13



**SCAN ME**

Or you can login using this link to the website <https://ghce.fabsurveys.co.uk>

User ID: 9160001 Password: p72x?d3x6r

Problems logging on? email [paule@fabresearch.com](mailto:paule@fabresearch.com)

Need help? Contact Victim Support young People's Service Line

9am – 8pm weekdays 0808 281 2446

Outside of open hours phone 0808 1689 111 or live chat [www.vgtglos.org.uk](http://www.vgtglos.org.uk)



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