

## **Littledean Church of England Primary School**

### **Anti-Bullying and Hate Policy**

Littledean C of E Primary School believes that all children are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive and supportive ethos at the school where everyone feels valued and supported.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst children. These measures are part of the school's Behaviour Regulation Policy, which is communicated to all children, staff and parents.

All staff, parents and children work together to prevent and reduce any instances of bullying at the school. There is zero tolerance for bullying at the school.

#### **Legal Framework**

This policy has due regard to all relevant legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

#### **Definition**

For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

### **Types of Bullying**

Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyber)

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1988 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**Sexist Bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual Bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial Bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational Bullying:** Bullying that primarily constitutes if excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

### **Roles and Responsibilities**

The role of governors:

- The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

- The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school anti-bullying strategies.
- The Governing Body will respond within 10 days to any request from a parent to investigate incidents of bullying.
- In all cases the Governing Body notifies the head Teacher and asks her to conduct an investigation into the case and to report back to a representative of the Governing Body.

#### The role of the Head Teacher:

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategies and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incident of bullying.
- The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying, on request.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head Teacher sets the climate of mutual support and praise for success, so making bullying less likely.

#### The role of the Teacher:

- Teacher's support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the successes of all children, we aim to prevent incidents of bullying.
- Classroom staff take all forms of bullying seriously and intervene to prevent incidents from taking place.
- If a child is being bullied, then after consultation with the Head Teacher, the Class Teacher will inform the child's parents.
- If staff become aware of any bullying taking place between members of the class, they deal with the issue immediately.
- This may involve counselling and support for the victim and sanctions for the child carrying out the bullying.

In more extreme cases, for example where the initial discussions have proven ineffective, the Head Teacher may need to contact external support agencies.

#### The role of parents:

- Parents, who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's Class Teacher immediately.
- Parents have the responsibility to support the school's Anti-Bullying and Hate Policy and to actively encourage their child to be a positive member of the school community.

- Parents will engage with external support, should the school feel this is necessary.

The responsibilities of children:

- Refrain from become involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent further instances.

### **Strategies for the Prevention of Bullying**

All staff will make children aware of the problems that can be caused by bullying. This is to be achieved through:

- Whole class discussion
- Groups discussions
- PHSCE lessons
- Talking to individuals
- Collective worship

All accessible areas of the school, such as cloakrooms, are supervised during times of high usage, such as the start and end of the school day. Each class discuss their class rules at the start of each academic year and these are then referred to throughout the year. Our Values For Life programme ensures that we focus on the development of Christian values within all members of the school community and form part of celebration worship each Friday. Cyber-bullying is discouraged through our Online Safety Policy.

### **Identification**

Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn or damaged clothes or possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Change in behaviour and attitude at school and/or home

Although the signs outlined above may be related to bullying, there may also be different causes. For this reason, it is essential that child is spoken to and given the opportunity to talk about what life is like for them at that moment in time.

If bullying does occur children are encouraged to find the help of an adult that they trust and to stay where there are plenty of other children about and where an adult can see

them. In the first instance staff will deal with incidents of bullying in the classroom then report to the Senior Leadership Team (SLT), who will take action where deemed necessary. This may include discussing with the whole staff or an individual teacher, establishing strategies to overcome the difficulties caused by bullying and discussing with those children involved in a peer group support approach.

Children who are bullying will be made aware that their actions are making other children unhappy in coming to school and that this goes against our school motto 'Loving one another, building each other up'.

Children who have bullied others need to know that these actions will not be tolerated and should find ways to make amends through negotiation and discussion with the staff of the school. If bullying persists:

- The bully, or group of bullies, will be withdrawn from the playground or classroom for a period of time and their parents will be informed of the actions that have been taken.
- Their behaviour will be monitored for a period of time so as to enable the school and home to work together to overcome problems.
- Ultimately, an exclusion from school may be given if the bullying behaviour does not stop – in line with school policy.

### **Monitoring and Evaluation**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request. Monitoring will take place through the following methods:

- Discussion with children
- Circle time/PHSCE
- Behaviour records (My Concern)
- Lunchtime incidents
- Observation of attitude of members of the school community and atmosphere throughout the school.

This policy should be read in conjunction with the following policies:

- Attendance
- Behaviour Regulation
- Safeguarding/Child Protection
- Complaints
- Confidentiality
- Online Safety
- RSE
- SEND
- Whistleblowing

**Written: December 2020**