Littledean Church of England Primary School and Pre-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. If such a case arises, the staff at Littledean C of E Primary School will follow the guidance laid out in this policy, which will enable them to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively.
- Keep all children safe, happy and confident.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. This is underpinned by the school's commitment to 'loving one another, building each other up.'

All staff, parents and children work together to prevent instances of bullying at the school. There is a zero-tolerance policy for bullying at this school

Legal Framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education and Inspections Act 2006
- Quality 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Definitions
For the purpose of this policy, 'bullying' is defined as a persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is characterised by:
- **Repetition**: Incidents are not one-offs; they are frequent and happen over an extended period of time.

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- **Intent**: The perpetrator means 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.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Cyber-bullying: This is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a person. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Hate Crime: This 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. The recorded strands of Hate Crime are:
- Disability
- Gender and transgender identity
- Race
- Religion or belief
- Sexual orientation
- Age
- Alternative subcultures, such as:
  - Homeless
  - Sex workers

The goal of the Hate Crime policy is to 'Make the invisible, visible'. This means identifying the potential for hate crimes within school and promoting positive relationships linked to the British Values of tolerance and personal liberty.

Types of Bullying and Hate Crime
- **Physical**: Deliberately hurting a particular child on a regular basis
- **Verbal**: Deliberately hurting feelings through name-calling etc..
- **Ostracising**: Making someone feel left out and different by deliberately setting out to exclude.

Types of Cyber-Bullying, including Online Hate Crimes
- **Flaming**: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration**: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of people.
- **Exclusion**: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing**: Sharing secrets about someone online including private information, pictures and videos.
- **Trickery**: Tricking someone into revealing personal information and then sharing it with others.
- **Impersonation**: Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment**: Repeatedly sending malicious messages to someone online.
- **Cyber-Stalking**: Continuously harassing and denigration including threats of physical harm.
- **Sexting**: Sharing sexually explicit images or text
  - passing on a sexualised image of any person under the age of 18 is bullying. It is illegal in the UK to publish or download a sexual image of someone under the age of 18 even when it is themselves who created and posted the material online.

Child on Child Abuse
The school has a zero tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. All staff will be aware that children of any age and gender are capable of abusing their peers. Staff will take instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims. They will never tolerate abuse as 'banter' or 'part of growing up' and will never justify sexual harassment e.g. as 'boys being boys', as this can foster a culture of unacceptable behaviours. Staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

Actions NOT Considered to be Bullying or Hate-Crime
- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expressions of unpleasant thoughts or feelings regarding others

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- Isolated acts of harassment, aggressive behaviour, intimidation or meanness

Reasons for Bullying or Hate-Related Actions

Some reasons why children might bully someone include, but are not limited to:

- They think it is fun, or that it makes them popular
- They feel more powerful or important, or they want to get their own way all of the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them

The Effects of Bullying and Hate-Crime

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique. There is also a wider invisible impact on those who share an identify with the victim, even if they themselves may have not been targeted. Some signs that nay point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplained injuries
- lost or destroyed clothing, books, electronics or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- change in eating habits, like suddenly skipping meals or binge eating. Children may come home hungry from school because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a Behaviour Policy in place and displayed on their website and must also follow anti-discrimination laws. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Governing Body: The Governing Body support the school in all attempts to eliminate bullying. The Governing Body will not condone any bullying or hate-crime at all, and any incidents of bullying or hate-crime that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors incidents of bullying and hate-crime that do occur, and reviews the overall effectiveness of this policy regularly. The Governors require

the Head Teacher to keep accurate records of all incidents of bullying and hate-crime and to report to the Governors on request the effectiveness of the school's anti-bullying and hate strategies. A parent of carer who is dissatisfied with the way the school has dealt with a bullying or hate-related incident can make a complaint to the Chair of Governors, following the school's Complaints Procedure.

Head Teacher: It is the role of the Head Teacher to implement the school's anti-bullying and anti-hate strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying and hate. The Head Teacher will report to the Governing Body about the effectiveness of the anti-bullying and anti-hate policy on request. The Head Teacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with incidents of bullying and hate. The Head Teacher will set the school climate of mutual support and the notion of 'building each other up', thus making bullying and hate less likely. When children feel they are important and belong to a friendly and welcoming school where they are valued, bullying is far less likely to be part of their behaviour. If bullying or hate-related behaviour is so extreme that a child suffers, or is likely to suffer, significant harm, this is a Child Protection concern and will be handled with relevant external agencies, as required.

All Staff: Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying and anti-hate policy. Staff will use a range of methods to help prevent bullying and hate and establish a climate of trust and respect for all (in line with the school Behaviour Regulation Policy). Collective worship will be used as a vehicle for talking about the values that we expect to be displayed within the school and lessons such as PHCSE will be used to explore relationships, conflict resolution, diversity and tolerance.   Any concerns about a child's behaviour will be logged on the school My Concern System which is monitored by the Head Teacher/Designated Safeguarding Lead, who will be able to decide what action, if any, needs to be taken. All staff will do all that they can to support a child who is being bullied, along with the 'bully' in order to help them to understand their actions and modify their behaviour.

Parents/Carers: Parents/carers who are concerns that their child might be being bullied or who suspect that their child might be the perpetrator of bullying, should contact their child's teacher immediately, in a calm manner. If they are not satisfied with the action taken they should then contact the Head Teacher. If they remain dissatisfied they should follow the school's Complaints Procedure to contact the Chair of Governors.   Parents/carers have a responsibility to support the school's anti-bullying and anti-hate policy by actively encouraging their child to be a positive member of the school.

Pupils: Children are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know. Children are encouraged to participate fully in activities that raise their awareness about bullying and hate in order that they clearly understand what to do if they, or another child, are being bullied.

Bullying and Hate in the Workplace
Incidents where it has been deemed that a member of staff has been bullying a child will be taken very seriously. They Head Teacher, with the support of the Governing Body, will deal

with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. In the event of the Head Teacher being involved in such incidents, reports will be given immediately to the Chair of Governors who will also take formal action where necessary. Similarly, where it has been deemed that a member of staff has been bullied/intimidated by a child, the Head Teacher, with the support of the Governing Body, will deal with the matter; formal action will be taken where necessary.

Bullying Outside of School
Staff will remain aware that bullying can happen both inside and outside of school. The Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Where bullying outside school is reported to school staff, it will be investigated and acted upon according to this policy. . The Head Teacher is responsible for determining whether it is appropriate to notify the police.

Prevention
All members of the school will be made aware of this policy and their responsibilities in relation to it. All types of bullying will be discussed as part of Relationships and Health Education and PHSCE lessons. Children will be introduced to a range of 'Values for Life' through collective worship. They will have opportunities to reflect on their own behaviour and that of others, within the context of values such as friendship, trust, respect, compassion, forgiveness and justice.

Staff will encourage cooperation between children and the development of interpersonal skills using group and paired work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Children are encouraged to talk about their feelings and share their worries, within an ethos where they will be listened to and taken seriously.

All staff are trained in Emotion Coaching and are able to apply these strategies when dealing with conflicts between children.

Reporting, Sanctions and Monitoring
The following methods can be used to report bullying and hate-related incidents:
- An email can be sent directly to the school office, for the attention of the class teacher.
- An email can be sent directly to the class teacher via the class email account.
- Class teacher can be spoken to at the start or end of the school day.
- The school office can be telephoned and a time arranged for class teacher to speak on the phone when not teaching.

The class teacher has overall day-to-day responsibility for dealing with reported incidents and will share details with relevant members of staff. A record will be kept on My Concern, along with any follow up actions that are carried out.

Procedures
The following steps must be taken when dealing with incidents of bullying or hate, as identified at school either by observation or reporting:

Step 1: Interview with the child who is being bullied
The child being bullied is interviewed by the teacher with an emphasis on how bullying makes him/her feel. During the interview the involvement of others will be identified whilst ensuring that the child who has been bullied understands that they are not 'telling tales' and what they say will only be discussed with those involved to ensure that the situation is resolved. The child who is being bullied will be calmed and reassured that a member of staff will be identified to keep a special watch over them and be someone that they can go to if they are feeling worried.

Step 2: Recording the incident
The teacher will record the incident on My Concern and communicate with other staff as necessary. Any discussions with staff, children or parents will also be recorded on My Concern.

Step 3: Meeting
The teacher will meet the bully, and any other bystanders that may be deemed appropriate. The meeting will seek to make clear the effects of the bullying actions and ask the individual or group for ideas as to how the problem can be resolved.

Step 4: Follow up
About a week later, the teacher will discuss with the group, and the child being bullied individually in order to find out whether the bullying has stopped. If the process has not been successful, then the cycle would be put into action from Step 2. If the process has not been successful after repeating Step 2, the Head Teacher will ask for meeting with the parents of the bully.

Step 5: Sanctions
A range of sanctions will be used, as appropriate, and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, being placed on a 'behaviour book' or in the case of persistent bullying a fixed-term or permanent exclusion may be issued. Where appropriate the Head Teacher may inform the police.

Step 6: Support
Support could be offered in a variety of ways to both the person being bullied and the bully:
- Emotional support and reassurance from all staff
- Emotional support sessions with Mental Health Lead
- Liaison with parents to ensure a continuous dialogue of support

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- Advice on aspects of online safety, in the event of cyberbullying' to prevent reoccurrence, including where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked
- Children who have bullied others will be supported in the following ways:
  - Receiving consequences for their actions
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved
  - Being helped to understand what they did wrong and why they need to change their behaviour
  - Appropriate assistance from parents

Step 7: Review

Records of incidents on My Concern will be reviewed by Senior Leadership Team at least termly in order to continually improve practice.

Monitoring, Evaluation and Review

1. The Governors, Head Teacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A pupil questionnaire will be given to all children each academic year, the results of this will feed into the policy review process.
3. A record of such incidents will be kept centrally.
4. Bullying data will be analysed to reflect and re-design further strategies to improve procedures and outcomes and reported to the Governing Body through the Head Teacher's Report.
5. Hate incidents/crimes must be included in the countywide data (through Gloucestershire County Council). They should be included in Safeguarding procedures and will be part of Ofsted Inspections and the Section 175 Audit.

This policy should be read in conjunction with the following policies:
- Acceptable Use
- Attendance
- Behaviour Regulation
- Child Protection/Safeguarding
- Complaints
- Confidentiality
- Online Safety
- Health and Safety
- RHSE (Relationships, Health and Sex Education)
- SEND
- Staff Handbook
- Whistleblowing

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Reviewed: April 2024

Date of next review: April 2027

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