



St White's Primary School

Anti-Bullying and Hate Policy

Date of Review: September 2023

Date of Next Review: September 2025

Signed, Headteacher:

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Introduction - St White's School Anti-Bullying and Anti-Hate Policy

At St White's Primary School, we recognise that anyone may be bullied, or be subjected to any kind of hate-crime in any school or setting and we are committed to preventing, raising awareness of, and consistently responding to any reports of bullying and/or hate crimes. The school will address any reports of bullying and/or hate crime swiftly and sensitively through its restorative approach. This will involve investigating the situation, agreeing consequences and finding a way forward that ensures that everyone feels safe and can continue to learn. The school is committed to taking all incidents seriously, ensuring that they are recorded accurately, monitored and reported appropriately and will use this information to inform targeted anti-bullying work.

In line with the Equality Act 2010, it is essential that our school

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St White's Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, any bullying/hate crime incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing an understanding of how to be 'Ready, Respectful and Safe' (our school rules) and be able to identify what should be 'cherished, challenged or created and the courage, enthusiasm commitment and communication skills to do something about it' (our school vision).

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At St White's Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE (Personal, Social & Health Education) lessons.

We agree that:

- Bullying is usually making threats, physical hurting, name calling, systematically giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Hate Crime Definition

Hate incidents/crimes are incidents of bullying directed towards an individual or group because of their identity or perceived identity. The school has a responsibility to report all incidents of hate incidents/crimes.

Forms of Bullying and Hate Related Incidents

Bullying/hate crimes can happen to anyone. This policy covers all types of bullying including (but not exclusively limited to):

- Bullying related to race, religion or culture.
- Bullying related to special educational needs and disability.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation including gender reassignment.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Any bullying based on the identity, or perceived identity of an individual or group.

Vulnerable Groups

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

- Looked After Children
- 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 or bisexual or who have another protected characteristic.

Bullying Prevention

At St White's Primary School, we

- Have designated members of staff to support pupils and parents. They are Mrs Clare Tilling who is the Hate-Crime Champion and is the Anti-Bullying Champion to support pupils, and Mrs Erica Fearn (Family Support Worker) who is the Anti-Bullying Champion for parents.
- Actively participate in the biannual online pupil survey to determine pupils' views in years four, five and six about bullying/hate crimes.
- Respond to the data from the survey to develop strategies that will ensure all pupils feel safe.
- Provide CPD (Continuous Professional Development) for staff and works with outside agencies to identify all forms of bullying and identifying and addressing Hate Crimes including the use of GHLL (Gloucestershire Healthy Living and Learning) resources.
- Train all staff, including lunchtime staff to identify bullying and follow school policy and procedures on bullying and hate related incidents.
- Regularly include opportunities to highlight the effects of bullying, how to prevent it and also address it through the school's curriculum including engagement with calendared national events such as Anti-Bullying Week.
- Consider E-safety as an important part of the Curriculum and share information for parents in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied online.
- Understand that 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.

All these factors actively create a safe environment for vulnerable pupils to talk to members of staff who are there to support them.

School Rules

The school has three school rules: Ready, Respectful and Safe. These are shared regularly with pupils so that they understand the school's expectations. Through pupils following these rules, and staff reinforcing them, bullying/hate crimes should be significantly reduced. Our rules are as follows:

- Ready – be ready to learn, ready to do the right thing, ready to stand up for others, ready to step in to help or ready to take action to protect ourselves or others by using our communication skills to share concerns; be ready to be kind, helpful and polite to others
- Respectful - be respectful of others; their opinions, feelings and property, be respectful of everyone's right to speak and be heard, and of everyone's right to learn and play with out distraction or interference, be respectful of the school environment which will be demonstrated by leaving it clean, tidy and organised
- Safe - keeping themselves and others safe physically, emotionally and socially by behaving kindly towards others and themselves; using school materials and equipment wisely and safely, and moving around the school and grounds safely and sensibly

Behaviour Policy

Our Behaviour Policy includes rewards and consequences which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying/hate crimes will be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying/hate crimes, either the Class teacher, the Headteacher, or a senior member of staff will use our restorative practice to 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 as part of a circle.

If the allegation of bullying/hate crime is upheld, the Headteacher (or senior leader) will use our restorative approach with the perpetrator(s) and victim(s) together if the victim(s) are happy for this to happen. If not, adults will manage the situation on their behalf. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents will be recorded on the school's safeguarding system: My Concern. Parents of both parties will be informed.

If the situation does not improve, the Headteacher (or senior leader) will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved which will include a behaviour plan(s) being put into place. These plans may include removal from situations where the bullying is taking place to ensure the safety of the victim.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and consequences as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying/hate crimes or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Restorative Practice:

- The use of restorative practice has many benefits:
- It empowers pupils with the skills to develop a range of strategies that they can use in the event that they feel that they are being bullied. This includes:
 - Voicing their concerns to members of staff who then provide them with the opportunity to talk about how they are feeling and the incident that has occurred.
 - Exploring, with them, the outcome that they would like.
 - Agreeing and choosing from a range of strategies that will achieve their desired outcome; facilitating the implementation of their chosen strategy.
 - Building their capacity to be able to express how the behaviour has made them feel to the perpetrator.
- It also enables work with pupils who have been identified as displaying bullying behaviours to support changes. This includes:
 - Facilitating a shared understanding that there are consequences to such actions
 - Revisiting events and examining them from the victim's perspective.
 - Encouraging them to consider how their actions impact on other people.
 - Giving them the opportunity to meet with the person and listen to how their actions have made them feel.
 - Giving them the opportunity to resolve the situation.
 - Determining if there are any underlying concerns that may have influenced their behaviour towards others and addressing these.

3.3 Liaison with Parents and Carers

The school works with parents to

- Ensure that parents/carers know who to contact if they have concerns about their child being bullied.
- Highlight the work that the school does to prevent and tackle bullying and hate related incident, by sign posting parents to this policy, as well as using the newsletter and website to inform.
- Share that that episodes of bullying are rarely confined to one situation and may occur beyond the school gates. The school therefore ensures that it works closely with parents and other agencies within the community such as the police, to address and resolve the issues- See <http://www.antibullying.net/communitymoreinformation.htm>
- Ensure parents know about our school complaints procedure and how to use it effectively, if they are not satisfied with the school's response to their concerns.

1. Links With Other School Policies and Practices

This policy links with a number of other school policies and procedures, as well as the school's curriculum, including:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- E Safety and AUP (Acceptable Use Policy) Policy
- The teaching of PSHE, including mental health and SMSC (Spiritual, Moral, Social and Cultural)

- Acceptable Use Policy
- Attendance Policy
- Complaints Policy
- Health and Safety Policy
- Early Help Offer
- RHSE Policy
- Safer Recruitment and Induction Policy
- SEND Policy
- Staff Code of Conduct
- Whistleblowing Policy
- <https://www.gloucestershire.gov.uk/media/2115975/schools-anti-bullying-and-hate-crime-april-2019-rejected.pdf>

2. Monitoring & Review, Policy into Practice

We will review this Policy at least **once every two years**, as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE including:

- Preventing and Tackling Bullying-July 2017
- The School Support for Children and Young People Who Are Bullied fact sheets, including
 - Advice on preventing cyberbullying
 - Advice for parents and carers on cyberbullying
- The Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying. <https://www.anti-bullyingalliance.org.uk/>

See the attached appendices for the above documentation

5.1 Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying and hate related incidents are not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Web Links

- DfE Guidance, Preventing and Tackling Bullying Document July 2017 DfE
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Anti Bullying Alliance guidance <https://anti-bullyingalliance.org.uk/>
- Equality Act 2010 and Reference to what it means for schools (http://www.headteacher-update.com/cgi-bin/go.pl/article/article.html?uid=96128;type_uid=79;section=Features)
- The GHLL and work within Gloucestershire to tackle Bullying and Hate Crime:

- <https://www.ghll.org.uk/pink-safeguarding-curriculum/core-themes/emotional-health-and-wellbeing/anti-bullying-work/>
- <https://www.ghll.org.uk/pink-safeguarding-curriculum/pink-curriculum-resources/resources-for-key-stages-12/bullying/>
- <https://www.ghll.org.uk/resources/hate-crime-ks1-and-2/>

Appendix 1 – **Anti-Bullying policy for children**

Appendix 1 **Anti-Bullying Policy for Children**

At St White's, we know that anyone can be bullied at any time, and we are determined that if that happens here, we will take swift action to stop it because it is never alright to bully anyone.

Bullying can include making threats, physically hurting, name calling, regularly giving unkind looks or leaving people out.

It usually happens when someone has more power than someone else so either they are bigger, stronger, more popular, older or there are more of them than you.

Bullying often goes on over time.

Bullying is not a falling out between friends.

Bullying can happen for lots of different reasons, and it can happen in school, out of school or online.

Some people are more likely to be bullied because other people think of them as different. This is not OK. Everyone has the right to be different and we should celebrate this, not be unkind to them because of it.

In school, we know that it is important that everyone understands bullying and why it is not OK so we teach about it in PSHE, anti-bullying weeks and often in our mental health and computing lessons too.

Our three school rules are ready, respectful and safe. Bullying breaks all three of these rules so we remind people of our rules regularly so that they remember the very high standards of behaviour that we expect.

We have two members of staff whose job it is to help you if you think you are being bullied: Mrs Tilling and Mrs Fearn. Please ask to see them if you have any worries about bullying. Sometimes children go home and tell their parents that they think they are being bullied. If this happens to you, your parents should ring and speak to Mrs Tilling or Mrs Fearn so that we can help sort it out. When someone says that they are being bullied, we will talk to them, and see what is going on. We will then talk to the other people involved, sometimes on our own and sometimes with the person who is upset. We will be guided by the people involved so that they have control over the process. Sometimes it turns out that there is a misunderstanding that we can help sort out. However, if bullying is happening, we will seek to sort it out restoratively with the person bullying finding out about the impact of their actions and the victim having a say in the consequences. Parents will be informed so that they know what is going on. If this does not improve the situation, Mrs Tilling will meet with the person who is bullying and their parents to arrange for a behaviour plan to be put into place. Please be aware that in some cases, the school will need to report cases of bullying/hate crime to other people like the police and social workers.

Everyone in school should look for signs of bullying so that we can take care of each other. If you are worried about someone else, or yourself, please talk to someone. This may be the only way to make things better.



Ten Things Your School Or College Can Do To Challenge Homophobia

1. **Acknowledge and identify the problem of bullying.**
The most important step is to recognise that all sorts of bullying takes place in formal and informal settings even if some forms are not immediately visible.
2. **Develop policies which recognise the existence of homophobic bullying.**
Ensure that your anti-bullying policy takes homophobic bullying into account. Take other appropriate action such as challenging the use of the word 'gay' and ensuring fast removal of graffiti.
3. **Promote a positive social environment.**
The ethos of the entire school or college community, including all staff and parents, ought to be to support everyone, regardless of their differences and to ensure that they are happy and safe.
4. **Address staff training needs.**
Do not assume that only lesbian, gay and bisexual staff are able to deal with homophobic bullying but ensure all staff are confident they know how to react to such situations.
5. **Provide information and support for young people.**
Make age-appropriate information about services and support available through notice boards, school or college planners and websites.
6. **Include addressing anti-bullying, including homophobic bullying, in curriculum or activity planning.**
Try to include awareness-raising about anti-bullying including homophobic bullying in an age-appropriate way so that everyone understands and respects diversity. This can be done in formal and informal settings e.g. by providing information about LGBT groups in appropriate places within formal and informal settings.
7. **Feel able to use outside expertise.**
People working in external agencies (such as EACH, lesbian and gay charities, youth workers or telephone helplines) can offer support in addressing homophobic bullying.
8. **Use positive role models.**
Openly gay staff, governors, youth workers, parents/carers and/or pupils can all be powerful role models for your school or college.
9. **Do not make assumptions.**
Do not assume that all pupils or students are, or will be, heterosexual. Do not assume that all adults working with your pupils are heterosexual. Do not assume that all pupils or students experiencing homophobic bullying are gay or bisexual.
10. **Celebrate achievements.**
Make successes known, such as updating your anti-bullying policy or reducing the incidence of bullying, through tutorial or information sharing time, newsletters, notice boards or websites etc.

