



BLAKENEY, PILLOWELL AND WALMORE HILL SCHOOLS' FEDERATION ANTI-BULLYING AND HATE POLICY

Date of policy	Spring 2023
Review date	Spring 2025
Staff responsible	Head Teacher

Equalities Statement

Blakeney, Pillowell and Walmore Hill Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with opportunities to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

Safeguarding Statement

The Designated Safeguarding Leads (DSL) are responsible for Safeguarding in each school and there are Deputies who are responsible if the DSL is not on site. They liaise with the named Safeguarding Governor. We will follow the procedures for child protection drawn up by the Local Authority and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Designated Safeguarding Lead about their concerns.

When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Partnership. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

For further information, please see Safeguarding Policy.

Section 1: Aims and Objectives

To raise children and parents/carers:

- a) awareness of what bullying is and is not
- b) to know what to do if they are bullied
- c) to know that bullying is wrong

At Blakeney, Pillowell and Walmore Hill Schools' Federation, we believe that children need to feel safe and happy to do their best work. We want to make it clear to everyone that we all agree that bullying should **never be allowed** in our school because it hurts and upsets people and their families a lot. We want to make sure that children, staff and parents/carers at the school know what to do if they are involved with bullying or see it or hear about it.

Most of all, we want to try to make sure that it does not happen in the first place.

Section 2: Our Approach to Anti-Bullying and Hate Education

Through assemblies, School and Class Council meetings and Personal Social Health Economic (PSHE) Education lessons, the children discuss and learn:

- a) what bullying is
- b) what it is not
- c) how it feels to be bullied
- d) what to do if they are bullied
- e) what to do if they witness anyone being bullied
- f) why people might bully
- g) why bullying is wrong
- h) what happens to someone who is a bully

Section 3: Definition of Bullying and Incidents of Hate

We agree that bullying is:

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Anti-Bullying Alliance Definition of Bullying <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying>

We agree that;

'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.'

Anti-Bullying Alliance Website Definition of Hate Incidents

What is bullying?

- a) hurting someone on purpose
- b) when the people (or person) doing the hurting are stronger or more powerful than the people or person being hurt
- c) it happens several times but it could be just once if really serious
- d) it is intentional

So bullying is not about friends being nasty sometimes or accidentally hurting someone and bullying is not usually a 'one-off' fight or argument.

Section 4: Types of Bullying

The School and Class Councils discussed and came up with some of the following ideas.

a) Physical

Punching, pinching, slapping, pulling hair, throwing, hitting, pushing, dragging, kicking, hiding or breaking people's things, snatching, taking someone's glasses off them, drawing on people or spoiling their work. Bullying can also be threatening to do these things to someone.

b) Verbal

Saying bad words, calling people names, bad teasing, telling lies about people, talking about people behind their back, saying horrible things about someone or their family, continually saying 'you can't play'.

Emotional

Upsetting people by ignoring them, leaving them out of things, making them look stupid, giving them funny looks or getting them into trouble.

Adults should recognise that bullying behaviours often differ between boys and girls with some kinds of behaviours being more subtle and difficult to detect. The school also recognises that certain groups of people in society are more vulnerable to bullying attacks so definitions of bullying must also include:

c) Racist

Gestures, taunts, violence or graffiti

d) Sexual

Unwanted physical contact or materials, unwelcome comments of a sexual nature

e) Homophobic

Violence, name-calling, offensive remarks including derogatory use of the term 'gay' or 'lesbian'.

f) Cyber

Harassment, alarm, distress or humiliation that uses internet-related or mobile phone technology

All of the school community should be aware that bullying attacks can occur not only between children but also child or children to adult, adult to adult or adult bullying of a child/children.

School staff also have an important role in identifying specific groups or individuals who may be at particular risk of bullying including those with special needs, pupils or families with disabilities or health conditions, looked after children and children from minority ethnic, cultural, religious or racial groups. Children can also be vulnerable to bullying on the grounds of their appearance or family circumstances.

Section 5: Types of Hate Incidents

- a) verbal abuse
- b) harassment
- c) bullying or intimidation
- d) physical attacks
- e) threats of violence
- f) hoax calls, abusive phone or text messages, hate mail
- g) online abuse
- h) displaying or circulating discriminatory literature or posters
- i) graffiti
- j) arson
- k) throwing rubbish in a garden
- l) malicious complaints

Anti-Bullying Alliance website: Hate Crime and Bullying

Dealing with Bullying and Incidents of Hate

We believe that there are two main ways to deal with bullying:

- a) trying to stop bullying from happening in the first place
- b) stopping it and sorting it out quickly if it does happen

Section 6: Preventing Bullying and Hate Incidents

We believe the best way to tackle bullying is to teach children and adults about it from an early age and regularly.

PSHE Lessons

We believe that the best way to stop bullying from happening is for children to have regular lessons that are then reinforced throughout all their other school activities. So right from the beginning of the Reception year children learn about their own feelings, how to manage them, how to form good relationships with others, and how to communicate a range of feelings in a helpful way. The Safety, Caring, Achievement, Resilience, Friendship (SCARF) scheme of work and the annual visit from the Life Education Bus provides the children with the knowledge and skills to understand what bullying is and isn't, and how to cope if they are a victim of bullying, or witness someone being bullied.

During Circle Time, ground rules such as not putting people down with comments or laughing at them, not embarrassing people by using real names, not discussing private things outside of the Circle and how to communicate with their teacher with more privacy if they need to.

We also believe that it is really important that children learn to help those that they might see being bullied by telling teachers/other adults or children, as most bullying is witnessed. Children need to know about how to tell members of staff in confidence.

Staff Training

All adults working with children are taught how to teach PSHE through professional development.

Role Models

We think that all adults working or helping in school should show children how to speak to and touch other people respectfully by doing it themselves all of the time.

School Council

Through Class and School Council sessions, the children are given the opportunity to discuss what they know about bullying and to improve their understanding of it and coping strategies.

Assemblies

During the year, the children are reminded about the definition of bullying and what to do should they be the victim of bullying.

Help from Outside the School

Posters to raise awareness of bullying and what to do if anyone is experiencing this are displayed around School. When possible, visitors from Barnardo's and the NSPCC come in to School to talk to the children in assemblies, or the NSPCC online assemblies are used.

Parents/Carers

Parents or carers may get really worried about bullying. They should know how to spot any problems, how to talk to their children about it, who to tell at school, what school will do about it and who else might be able to support them. (See 'Signs and Symptoms' Appendix 1 and 'Help organisations' Appendix 2)

Section 7: Dealing with Bullying Incidents

How to report bullying and what will happen

We think that it is very important that all children and adults know exactly what to do if they think bullying is happening in our school.

a). **Children** need to know how to stay with their friends, keep away from or ignore someone who may try to bully them in the first place. If this does not work then they must tell a trusted adult immediately. If this is at school it could be by asking a friend to help or by talking to a teacher or teaching assistant privately.

b) **Bystanders** need to know that if they see bullying then they must tell an adult as soon as they can, in private if they need to.

c) **Carers** and all staff should be alert to unexplained changes in children's behaviour (see Appendix 1) and should talk to the child as calmly as possible taking the child's worries seriously.

At the first opportunity parents/carers/staff should report their concerns to the child's teacher or the Head Teacher who will advise them on the actions they will take and of any other support/advice available for children/ parents/carers.

d) **Midday supervisors** are also expected to be vigilant towards bullying as it can often happen at playtimes They are expected to read this policy and report any incidents to the class teacher or member of the Senior Leadership Team (SLT).

e) **Teachers** should deal with reports of bullying immediately and inform parents/carers or pupils of the actions they will take to investigate and stop it. The teacher should make accurate notes on what was said and try not to 'lead' the child with particular questions.

Serious or persistent incidents should be reported to the SLT and recorded on CPOMS (Child Protection On-line Monitoring Service) – see Appendix 3.

e). **The Head Teacher** (or a member of the SLT) will act immediately to investigate and record the bullying incident/s. **Most importantly the bullying or threat of bullying must be stopped quickly.**

The Federation's online CPOMS system will catalogue all bullying incidents. In serious cases involving children, parents/carers will be informed and asked to come to a meeting to discuss the problems in order to agree solutions or possible sanctions. The Head Teacher may apply a range of graded sanctions appropriate to the severity of the bullying and age of the pupils involved, which could include exclusion in serious or persistent cases. The Head Teacher will direct parents/carers/pupils to further sources of support and advice from outside agencies as appropriate. They will also suggest ways in which the bullied child will be supported in school. In extreme circumstances, the Head Teacher may consult the police or other outside bodies.

- f). Attempts will be made to help the person/s bullying to change their behaviour remembering that bullying behaviours often indicate underlying problems, for example that those bullying are themselves sometimes the target of bullying.
- g) After an incident has been thoroughly investigated and dealt with, the Head Teacher will monitor the situation to ensure that repeated bullying does not occur.
- h) The law empowers the Head Teacher to such an extent as is reasonable to regulate the behaviour of children and young people when off the school site, for example to deal with incidents of cyber bullying.
- i) The Head Teacher will keep records of all reported bullying incidents to be able to supply the data to the Local Authority. The Head Teacher and governors will use the data to monitor the Anti-bullying policies and revise where necessary.

Section 8: Policy review and links

This policy will be reviewed annually by the Well-Being Key Area Team and with the School Council, staff and Governors to find out whether the policy is working and any amendments that are needed.

Other policies that closely relate to this Anti-Bullying and Anti-Hate policy are our Behaviour Policy which outlines rules, rewards, sanctions and behaviour management across the schools: Equality including Racial Equality, Safeguarding, Confidentiality, and PSHE policies.

Appendix 1

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
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

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

Appendix 2

Where can I go for help?

1. Anti Bullying Alliance
www.anti-bullyingalliance.org
2. Childline
0800 1111 www.childline.org.uk
3. Childline in partnership with schools (CHIPS)
020 7239 6251
4. Children's Legal Centre for Advice on Children's Rights
020 7359 6251
5. Department for Children, Schools and Families
01928 794274 Email: dcf.gsi.gov.uk/bullying
6. Education Welfare Service
01452 550505
7. Educational Action Challenging Homophobia (EACH)
0117 946 7606 EACH Educational Action Challenging Homophobia | EACH
8. Gay Glos
01452 306800 www.gay-glos.org
9. Gloucestershire Young Carers Project
01452 309399 www.glosyoungcarers.org.uk
10. Kidscape
020 7730 3300 (Bullying Counsellor available)
11. NSPCC
0800 800500 www.nspcc.org.uk
12. Papyrus (Preventing youth suicide)
Hopeline 0870 1704000 [Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](http://Papyrus UK Suicide Prevention | Prevention of Young Suicide (papyrus-uk.org))
13. Samaritans
08457 909090 Samaritans | Every life lost to suicide is a tragedy | Here to listen
14. School Nursing Service (Providing one to one support via confidential drop-ins)
01452 529776
[School Nursing > Glos Health & Care NHS Foundation Trust \(ghc.nhs.uk\)](http://School Nursing > Glos Health & Care NHS Foundation Trust (ghc.nhs.uk))

NSPCC

https://www.nspcc.org.uk/support-us/ways-to-give/donate/?source=ppc-brand&&&&gclsrc=aw.ds&gad=1&gclid=EAiaIQobChMI05Oy4_O9_gIVi5ntCh0xuAI0EAAYASAAEgJvefD_BwE&gclsrc=aw.ds

Tackling Bullying in Gloucestershire - Guidelines

Appendix 3

All related bullying incidents will be recorded and retained on the Federation's online Child Protection and Safeguarding system (CPOMS). This information can only be accessed by the Senior Leadership Team (SLT) and can be shared electronically with other agencies if necessary.

CPOMS has a two-step authentication encryption and therefore the school leaders and teachers have individual passwords in accordance with GDPR legislation.