



Tutshill C of E Primary School



Woolaston Primary School

Forest Edge Federation

Governing Board

Anti-Bullying and Hate Crime Policy

Date of Review: September 2023

Date of Next Review: September 2025

Signed: *Jennifer Lane*
Executive Headteacher
Committee

Signed:
Chair of People and Development

Introduction Anti-Bullying and Anti-Hate Policy

At Forest Edge Federation, we recognise that anyone may be bullied in any school or setting and 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 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.

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 both schools, 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, a bullying 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 vision, aims and values.

Principles

It is the responsibility of the governing body and the Executive Headteacher to ensure that all members of the school community work within a safe and enabling environment.

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. At both Tutshill and Woolaston, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The schools will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our schools fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

Bullying Definition

At both schools 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.

Definitions:

A **bully is defined as** someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour, Rewards and Sanctions Policy.

Cyber-bullying 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 child. 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 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**

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 British Values of tolerance and personal liberty.

Types of bullying and hate-crime:

- **Physical:** Deliberately hurting particular children 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 them.

Types of cyber-bullying, including online-hate-crime

- **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 someone.
- **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 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, text or passing on a sexualised image of any person under 18 is bullying. It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.

Actions NOT considered to be bullying or hate-crime:

- Not liking someone.
- Being excluded.
- Accidentally bumping into someone.
- Making other pupils play things a certain way.
- A single act of telling a joke about someone.
- Arguments.
- Expression of unpleasant thoughts or feelings regarding others.
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying or hate-related actions. Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular.
- They feel more powerful or important, or they want to get their own way all 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.
- Them not understanding pressures that an individual is under e.g. a young carer / child in foster care.

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 that share an identity with a victim, even if they themselves may not have been targeted.

Some signs that may 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.
- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry 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.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes:

All known/reported incidences of bullying will be investigated. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (see Behaviour, Sanctions and Rewards Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an ongoing lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered. If required, the DSL will be involved, and outside agencies informed.

Forms of Bullying and Hate Related Incidents

Bullying 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.

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 Tutshill CofE Primary School and Woolaston Primary School, we:

- Have designated members of staff to support pupils and parents. These staff members are known to the children, are always on site and able to talk to the children.
- Actively participate in the biannual online pupil survey to determine pupils' views in years four, five and six about bullying.
- 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 work with outside agencies to identify all forms of bullying and involve 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 address it through the schools' curriculum including engagement with calendared national events.
 - Consider E-safety as an important part of the Curriculum. 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. We use the PSHE scheme, SCARF to help address these areas and provide support for children.
 - Staff receive regular safeguarding updates to understand how bullying may occur, in person and online and how to respond to this.

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

Both Schools created these following rules with children at the centre of them, whilst ensuring the children understand these rules. The class rules are shared in each class and are also displayed in each classroom.

Behaviour Policy

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

Responding to Bullying

All cases of alleged bullying will be reported to the Executive Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, a senior member of staff or the Executive Headteacher 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 is upheld, the Class teacher, a senior member of staff or the Executive Headteacher will use our restorative approach with the perpetrator(s) and victim(s) together. 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. Behaviour logs are held and parents are spoken to/with so they are able to support the schools' approach. If the situation does not improve, the Executive 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.

Any further incidents should lead to intervention (e.g., through outside agencies), further monitoring, support and sanctions 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 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.

Liaison with Parents and Carers

The schools work 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.

Advice to Parents

As the parent of a child who is being bullied:

- Report the incident to the class teacher
- In most cases parents will be asked to meet the Executive Headteacher or Deputy Head Teacher to discuss further.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Air grievances online through any form of social media. Encourage your child to be 'a bully' back. All these things will only make the problem much harder to solve.

Links With Other School Policies

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

Child Protection and Safeguarding Policy
E Safety and AUP (Acceptable Use Policy) Policy
Acceptable Use Policy
Attendance Policy
Complaints Policy
Health and Safety Policy
Early Help Offer
RHSE Policy
SEND Policy
Staff Code of Conduct
Whistleblowing Policy

Monitoring and Review

We will review this Policy at least **once every two years**, as well as if incidents occur that suggest the need for review. The schools use 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/>

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:

- The Federation Governing Board to take a lead role in monitoring and reviewing this policy.
- Governors, the Executive Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Executive Headteacher to communicate the policy to both schools' communities.
- Pupils to abide by the policy.

Web Links

Useful links and supporting organisations:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
Stop Hate: www.stophateuk.org
Gloucestershire Young Carers www.glosyoungcarers.org.uk