



Anti-Bullying and Hate Policy

At Hester's Way Primary School, we aim to develop a secure, safe and caring atmosphere and environment in which children are encouraged to achieve their potential academically and socially. We take accusations of bullying and hate seriously and it will not be tolerated.

Our priority is to develop self-esteem, independence, trust and assertiveness through Personal and Social Education and Citizenship in our curriculum and through wider aspects of school life. Our Behaviour Policy outlines how we encourage good behaviour through praise, rewards, assemblies and circle times as well as consequences for negative behaviours.

The hurt inflicted by bullying may take the form of:

- Physical, Verbal, Indirect and all forms of Cyberbullying.
- Bullying related to race, religion or culture, SEND, mental ill health or disabilities, sexual orientation, sexist or sexual bullying, home circumstances.
- Bullying of and by school staff.

This is not an exhaustive list.

We want our pupils to be able to use skills learnt at school, in the community and later in life, to be able to deal with people and situations that they may find themselves in, in a sensible and legal manner.

The school is prepared to:

- Take bullying seriously and investigate incidents thoroughly interviewing all involved
- Keep written records of incidents, investigations and outcomes
- Ensure that parents and carers are kept updated on any information
- Inform staff about the pupils involved and any outcomes
- Put actions in place to try and prevent any repeat incidents: sanctions, training, support, reward systems, assertiveness awareness, restorative justice
- We would aim to support the victim and the potential "bully" in order to teach them how to change their behaviour

Parents should be aware of the school complaints procedure and any issues will be taken seriously and dealt with accordingly.

Staff

There is a legal requirement for the employer to provide a safe place of work for employees and others that use the establishment. The Head Teacher is required to ensure the enactment of that responsibility within the school. The Head Teacher has a duty to ensure the health, safety and welfare of employees. Bullying can irrevocably damage the mental health of an individual and this responsibility extends to

eradication of bullying in the work place. Staff must report any incidents to their line manager immediately.

Identifying the problem

Pupils

Victims will not always tell those in authority. They may inform parents/carer or friends rather than staff. Disclosures must be treated seriously.

Observations of behaviour patterns in school may provide evidence. Signs might include:

- unwillingness to come to school
- withdrawn, isolated
- complaining about missing possessions
- refusal to talk about a problem
- easily distressed
- damaged or incomplete work

When investigations are undertaken other colleagues will be involved and rigorous vigilance maintained.

We are proactive in analysing Pupil Voice and are joining the Local Authority - Online Pupil Survey to find out about how children feel about school and if they are aware of any bullying.

Staff and other adults in school

Bullies are often in positions of power or authority, with a sense of personal envy.

It may occur between 'professional' teaching staff, support staff and voluntary workers. Workload may lead to inflicting frustration and anger on colleagues. Tell-tale signs might include:

- Low morale
- Increased level of staff turnover
- High rates of absenteeism
- Frequent disputes, complaints or grievances
- Isolated members of staff
- Inefficient team work

Early Years Foundation Stage:

Through Personal and Social Education, we teach children to share, take turns and to consider others. We promote positive behaviour by praising and encouraging children, building up their self-esteem. When parents have a problem with the behaviour of another child towards their own, we take it seriously and discuss the problem with both children separately and together. Sanctions will never include physical punishment, frightening or humiliating the child.

We promote multi-cultural awareness by choosing stories and posters, which display children of other races and cultures, and we discourage gender stereotyping by encouraging children to engage in all activities.

In Reception, children are introduced to regular Circle times. Through Circle games, children are encouraged to take turns, listen to others and to speak confidently. This helps to build up the child's confidence and self-esteem.

Year 1 to Year 6 Pupils:

We continue the work of encouraging children to share, take turns and to learn consideration of others. We use stories to encourage empathy and Circle Times to further develop self-confidence, consideration for others and self-esteem. We praise and reward children for kind, considerate behaviour as well as for academic achievement.

To avoid problems at playtimes and lunch times, we have limited time and children are provided with play opportunities. This can be adapted to ensure that any children who may need to be separated are in the dining hall or on the playground at different times. Although, this would be a last resort, as a school we aim to teach the children how to get along and deal with any issues rather than segregate.

Teachers provide pastoral care for older pupils and children know that if they are unhappy, unsettled or worried about the attitude of another child towards them, their problem will be treated seriously. The teacher will talk to each child separately to get an account of the incident, before any mediation. Parents may be involved for serious problems and possible sanctions are listed in the Behaviour Policy.

The investigation and actions may get passed on to our Pastoral Support Team or SENDCo depending on the needs of the children.

The Pastoral Support Team may work with children to promote talking about their worries and concerns, as well as restorative justice or friendship work.

In key stage 2, we have play-time monitors/leaders who have applied for the position and been interviewed to provide opportunities for constructive play with P.E. equipment, books and playground games. This promotes positive play, team-work and an awareness of behaviour expectations for later in life when the children get jobs and start their careers.

Procedures

If any parent or child make an allegation of bullying to any member of staff the following procedure will be followed.

- (1) Bully and victim will be interviewed separately.
- (2) Obtain any information from witnesses.
- (3) Keep a written record of incidents, investigations and outcomes, programme of action.
- (4) Keep parents informed.
- (5) Inform necessary staff, including SMT and PST.
- (6) Monitor and review programme (for both victim and bully).

Cyber-Bullying

In school, if staff become aware of any inappropriate use of the internet they will report this to the Head Teacher and Pastoral Support Team.

Sexting and the pressure to do so will be recorded and dealt with by the school and Governing Body in accordance to our Safeguarding and Child Protection policy.

The Head Teacher will contact the Police Community Support Officer (PCSO) working with the school and inform them of any concerns, in order for the PCSO to work with children, parents and staff, if needed.

Parents/carers will be informed of any incidents and made aware of the legal implications of posting such material online.

We aim to teach the children to be good citizens, who know right from wrong, in order that they follow the rule of law when they are adults. It is important to bear in mind that some types of harassment, threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Curriculum

Staff use the following areas of the curriculum to teach the children how to be tolerant and respectful members of the community and as such preventing or tackling bullying: PSHE, Citizenship, Social, Moral, Social and Cultural Development, British Modern Values.

We support national Anti-Bullying Week and advocate friendship and kindness in our daily school life.

In Conclusion:

Children may be bullied because of home circumstances, disability or difference, race, sex or class. Bullying may occur in children from all backgrounds, races, and sexes, from Reception to Y6. In our school, we promote non-stereotypical gender role models through our own actions and through pictures and stories. We encourage positive attitudes in our children and the belief in the equality of all.

The school will always do everything it can to support pupils, parents/carers and staff and we will always treat bullying seriously and take appropriate action. We always speak to parents in confidence.

We may have to report incidents to other agencies depending of the seriousness of the concerns.

Hate Crime

What is hate?

Hate in the context of behaviour and attitude has been defined as; "Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference" (Chakraborti, Garland and Hardy 2014:6)

Any incidents regarded as Hate concerns should be reported to school staff and they should report this to the Head Teacher. This will be dealt with as a bullying incident (as above) – although the HT as Designated Safeguarding Lead will decide as to which staff and agencies need to be informed in order to protect children. Referrals can be made to Gloucestershire Hate Crime Unit at www.gloshate.co.uk for support and guidance.

Other Policies

This policy will be used in conjunction with these policies:

Acceptable User
Allegations Management
Attendance
Complaints
Child Protection/Safeguarding Policy
Early Help Offer
E-Safety Policy
First Aid and Medication
Health and Safety
Keeping Children Safe in Education – Part 1 (most up to date version)
Offsite Vists
Lettings/Hirers agreement
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Keep Children Safe

This policy was reviewed in December 2018.

It will be reviewed in December 2019.

Ratified by the Governors: _____ Date: _____