



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 academically and socially. We take accusations of bullying and hate seriously and it will not be tolerated.

Bullying is when a person is habitually cruel or overbearing, especially to smaller or weaker people by using physical or emotional abuse. In extreme cases prejudice-motivated bullying and harassment can also be considered a hate crime which is punishable by law.

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)

A hate incident 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.

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 positive 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, culture or belief, SEND, mental ill health or disabilities, sexual orientation, transgender identity, sexist or sexual bullying, home circumstances and alternative sub-cultures, gender and age.
- 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, to be good citizens 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/hate incidents 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 into place to try and prevent any repeat incidents: direct teaching – talking through the incident in a "Restorative Justice" style approach, sanctions, training, support, reward systems and assertiveness awareness
- 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.

School will report Hate Crime to the Police through the School Beat Officer or our local policing team, if it is considered to potentially be a criminal offence. We will seek support for the victim through our Pastoral Support Team and/or Victim Support, if needed.

Gloucestershire Restorative Justice Team may be contacted for support with the wider family, if

needed.

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

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

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 prevent issues 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 will get passed on to our Pastoral Support Team, SENDCo or SLT 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 to provide opportunities for constructive play with P.E. equipment, books and playground games. This promotes positive play, teamwork 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/hate crime 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 SLT and PST.
- (6) Monitor and review programme (for both victim and bully).
- (7) Inform parent/carers.

- (8) Report to police where potential for a criminal offence.
- (9) Access support and put preventative measures in place.

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 Board in accordance to our Safeguarding and Child Protection policy.

The Head Teacher will contact the PC Beat Officer, Police Community Support Officer (PSCO) 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, gender, race, sex or any other category defined above. Bullying may occur in children from Reception to Y6. In our school, we promote non-stereotypical, gender role models through our own actions and through pictures and stories. As a school, we want to teach our pupils that this is wrong and not tolerated. 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/hate crime 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.

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 Visits
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 February 2020.
It will be reviewed in February 2021.
It will be reviewed at least annually or when needed.

Ratified by the Governors: _____ Date: _____