



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Anti-Bullying and Prejudice Related Incidents Policy

Responsible for review	
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Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2017			
2019			
2021			

Rationale

Everyone with The Jubilee Federation has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across The Federation.

This document outlines how we make this possible within The Jubilee Federation.

Definitions of Bullying and Prejudice Related Incidents

The federation works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity based bullying').

Prejudice related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.



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Protected characteristics:

- Age
- Disability
- Gender reassignment (gender identity)
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

Bullying and Prejudice Incidents may take the form of:

Verbal	Name-calling and ridicule such as racist or homophobic remarks.
Visual	Graffiti, gestures, wearing racist insignia or showing pictures.
Incitement	Spreading rumours or encouraging others to participate.
Cyber	Using technology such as text messages, facebook or email.
Segregation	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
Physical	Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
Property	Theft or damage to personal property; extortion.

Actions to Tackle Bullying

Prevention is better than cure so within The Jubilee Federation we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told regularly during assemblies and PSHCE lessons, that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents and 'the bully' will be reminded of the



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consequences of bullying behaviour. The Class teacher of the victim will be responsible for this and will be required to give a copy of the report and the action taken, to the Executive Headteacher. Older pupils may be asked to write a report themselves. If bullying includes racist abuse, then it should be reported to the Executive Headteacher to be recorded on the appropriate forms held in the office.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

'Victims' who are worried about openly discussing an incident when the 'aggressors' are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. 'Victims' need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

'Victims' will have access to a 'Self Report Form'. See appendix 1
Staff can also fill out 'Bullying and Prejudice Related Incidents Form'. This is to be given to the Executive Headteacher.

Parental Involvement

The parents of all children involved will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The 'bully' will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used; usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying within The Jubilee Federation, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have,



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and will call on, outside resources such as the Behaviour Support Service. This policy is seen as an integral part of our Behaviour Policy.

Signs and Symptoms for Staff and Parents

We think that children 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 come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong



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Appendix 1

Self Report Form

Pupil Bullying and Prejudice Incident Report Form

It is wrong for anyone to:

- Bully you.
- Take or harm your things.
- Hurt you or call you names.
- Make you feel frightened or stop you from going places.
- Touch you without your permission.
- Be nasty to you (or others) because of your background and how you look. For example, because you are a boy or girl, or because of your skin colour or if you have a disability, or you are gay or because of your religious beliefs.

See it?
Hear it?
Feel it?
Stop it!

If you have experienced any of these things please tell us. We are sorry it has happened and want to stop it from happening again.

- You can fill in this form yourself and give it to a member of staff
- You can also speak to a member of staff and ask them to fill in a form for you.

We will respond to your report sensitively.



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What is your name and your class?

What happened to you and who was involved?

When did it happen?

Where did it happen?

Did you tell anyone? Who?

What do you want the school to do?



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Appendix 2

Bullying and Prejudice Related Incidents Form –

Send to: reducingschoolbullying@babcockinternational.com

BPRI Form

Details of those involved:

Names:	Target(s)	Aggressor(s)
<p>Please also provide per name:</p> <ul style="list-style-type: none"> • Year Group/Staff/ Guardian/Visitor. • Ethnicity (and religion if relevant). • Disability or SEN? • Gender. • Child in Care (CiC)? 		

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "gay").	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability).	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/> Persistent Bullying <input type="checkbox"/> Other (<i>please describe below</i>):



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Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s). <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity). <input type="checkbox"/> Restorative justice. <input type="checkbox"/> Disciplinary action. <input type="checkbox"/> Notify parent(s)/guardian(s). <input type="checkbox"/> Exclusion. <input type="checkbox"/> Notify police (if criminal activity). <input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Comfort and reassurance. <input type="checkbox"/> Buddying, mentoring or peer support. <input type="checkbox"/> Counselling. <input type="checkbox"/> Referral to specialist help/agency. <input type="checkbox"/> Notify parent(s)/guardian(s). <input type="checkbox"/> Medical treatment. <input type="checkbox"/> Set review dates. <input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Staff/governor training. <input type="checkbox"/> Class/peer group workshop. <input type="checkbox"/> Assembly subject. <input type="checkbox"/> Review of curriculum or policy. <input type="checkbox"/> Campaign e.g. posters. <input type="checkbox"/> Letter to parent(s)/guardian(s). <input type="checkbox"/> Initiative with learning community/loc authority. <input type="checkbox"/> Other (<i>please describe below</i>):

Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	



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Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

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Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:			

Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcockinternational.com or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF. **Please refer to the BPRI Guide for further information.**



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