



# Bromesberrow St Mary's C of E (V.A.) Primary School

## Anti-Bullying and Hate Crime Policy

January 2019

To be read alongside the Safeguarding Policy

### **Introduction**

We at Bromesberrow St Mary's School are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know

that incidents will be dealt with promptly and effectively. This message is reinforced in our Behaviour Policy.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **What is Bullying and Hate Crime?**

Bullying is the use of persistent aggression with the intention of hurting another person. The Gloucestershire Safeguarding Children Board defines bullying as:

**“Bullying is when a person is habitually cruel or overbearing, especially to smaller or weaker people by using physical or emotional abuse.”**

**Hate Crime is defined as, “any hate incident, which constitutes a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice.”**

Care needs to be taken to differentiate bullying and hate crime from retaliation or isolated incidents of disagreement.

Bullying and hate crime results in pain and distress to the victim.

Bullying and hate crime can take a number of forms:

- Emotional – humiliating, ignoring, excluding, tormenting and excluding
- Physical – pushing, kicking, hitting, punching or any use of violence, including damage to property.
- Racist - racial taunts, graffiti, gestures and mocking.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Cyber – All areas of internet, such as email & internet chat room misuse.
  - Mobile threats by text messaging & calls.
  - Misuse of associated technology, ie. Camera and video facilities

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

### **Who may be at risk of bullying?**

Any child is at risk of bullying, however some children are sometimes more at risk than others, for example:

- Children who are introverted, shy or retiring in nature
- Children who have special education needs
- Children who struggle socially and find it a challenge to form friendships
- Children who behave in a way which may provoke others
- Children who appear 'different'
- Children who are or live within an LGBT family
- Children who are transgender

### **Why is it important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The NSPCC, 2004 states that:

“We need to ensure children and young people have sufficient opportunity, choice and access to approach someone for support. Research shows that children and young people want a voice, they identifies standing up for yourself as a strategy.”

Schools have a responsibility to respond promptly and effectively to issue of bullying and educate and empower children as to how they can stand up to bullying.

### **How do we deal with bullying?**

At Bromesberrow School we employ the Restorative Justice Approach, where we work to resolve conflict and repair harm. This approach encourages those who have been bullying to acknowledge the impact of what they have done and have the chance to make amends. In resolving the harm done we can work towards preventing it happening again in the future.

This approach involves asking four key questions:

- 1) What happened?
- 2) Who was affected?
- 3) How can we put it right?
- 4) How will future choices be affected?

Restorative justice seeks to readdress the balance in a just and fair way. It seeks a positive outcome, involving all parties. It is also important that adults are able to identify bullying behaviour correctly. Adults need to recognise the difference between:

### **Bullying/Bossiness and Bullying/Boisterous behaviour:**

#### **Bullying**

Increasingly relying on threat and force. Wilful conscious desire to hurt

#### **Bossiness**

Bossing whoever is around at the time. Usually grow out of it as they mature and learn social skills.

#### **Bullying**

Play spoiling other children's activities

#### **Boisterous**

More natural, uncontrolled – not vindictive –

deliberately, showing violence and hostility. high spirits, not unfriendly.  
Rough, intimidating behaviour.

If acts of bullying persist after this point, an alternative approach will be instigated, which will include an appropriate sanction and the involvement of outside agencies.

Below is our stepped process on dealing with incidents of bullying:

**Step One** – An incident is reported to an adult and recorded carefully and accurately in the behaviour file/log. The adult informs the victim of the procedure and reassures them.

**Step Two** – The person to whom the report was made either investigates the incident or reports it to their line manager. They will need to ensure they make careful and accurate written notes at the time of the report. The Headteacher will be informed

**Step Three** – The investigator gathers information by interviewing all relevant parties separately. Make sure that witnesses wait separately to be interviewed. The investigator may need to consult pupil records and consult staff who were on duty at the time. There could be a delay while this takes place, if so, it is important to explain the delay in case the credibility of the procedure is put at risk.

**Step Four** – The investigator brings all the evidence together to reach a conclusion

**Step 5** - The school will carefully consider the appropriate sanctions. Sanctions can involve a progressive withdrawal from activities (break times, lunch) and may ultimately lead to an exclusion.

**Step Six** – Having applied the sanctions, the reason for the bullying should be investigated. Support should be offered if appropriate to the victim and the perpetrator. Bullying may be a symptom of a wide variety of problems experienced by the bully.

**Step Seven** – The incident will be written up in a log book kept for the purpose. The Chair of Governors and senior staff will have access to it from the School Office. See Appendix 3 for a sample log book page.

Incidents involving the bullying of staff should follow the line management procedures and investigate using the above steps appropriately.

Incidents of bullying will be dealt with in line with our Behaviour Policy, although the above procedures will be followed at the same time.

### **Bullying Prevention**

Prevention is better than cure, so to that end we will include in our provision:

- Assemblies
- Reflection
- Discussion regarding Cause and Effect
- Circle Time
- Buddying Schemes
- Values Education
- PSHE (PINK Curriculum)
- Tackling Bullying in Gloucestershire (NSPCC)

## Appendix 1

### **INFORMATION FOR PARENTS AND CARERS**

#### **Signs and Symptoms that your child MAY be being bullied**

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:

- Changes their behaviour
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly at 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 unexplained cuts or bruises
- 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

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

#### **Recommendations on how best to deal with this:**

- Stay calm and show your support
- Give reassurance that you will work with and support your child to resolve the situation
- Listen to your child; encouraging them to talk things through at their own pace
- Keep things in proportion-this will help your child to remain calm and feel safe and secure.
- Ask your child if they can see a way of changing/resolving things
- Try to help them see that it is a problem that can be solved
- Talk to staff at school and work with them to help to resolve/improve the situation
- It may be useful to write things down or encourage your child to do so.

If a parent feels unhappy with the way the school has dealt with the matter, they should arrange a meeting to discuss things further with the Headteacher. If the Headteacher is unable to resolve matters, then you should write to the Chair of Governors (whose address can be obtained from the school). If the Governing Body cannot resolve the issue then the parent may seek to involve the Local Authority.

## **Appendix 2**

### **Advice to Children (decided by the children at Bromesberrow)**

#### **If you are being bullied, you should:**

- Tell a trusted adult (parents, teachers, grandparents or ChildLine)
- Try to avoid the place of bullying or not be alone
- Talk through everything that has been said or done-Is this really bullying?
- Stand up to them, by telling them 'you do not like' what they are doing.
- Walk away if you can't do this
- Ask them why they are doing it

#### **If you think see bullying:**

- Immediately go and tell an adult you trust.
- If the bully goes away, then go and comfort the person who has been bullied and give them some advice
- Remember what has happened (maybe write it down), so you can tell an adult the right information
- Never join in, even if you are friends

Appendix 3

**Bromesberrow St. Mary's Primary School**

**Behaviour Record**

<b>Name of Child and class</b>	<b>Other children involved</b>	<b>Adult reporting the incident</b>
<b>Brief notes about incident, follow ABC*</b>		
<b>Actions Taken</b>		

**\* A – Antecedent – what was happening immediately before incident**

**B – Behaviour – What was the poor behaviour choice**

**C – Consequence – What action was taken and who by**

Adults should discuss with child(ren) how their behaviour breaks the school rules and what they can do next time to avoid the same thing happening. This conversation may need to happen after a quiet period of reflection and opportunity for child(ren) to calm down.