


Bledington School



ANTI-BULLYING and HATE INCIDENT POLICY

Written/updated 28.01.16 18.07.17 08.03.21 20.03.22 24.01.23 01.01.24 09.01.25 17.01.26	Date of Ratification by FGB: 20.07.17 25.03.21 24.03.22 23.03.23 18.01.24 29.01.25 28.01.26	Signed: CO-HEADTEACHERS 
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This policy should be read in conjunction with our Safeguarding, Behaviour, SEND and Equal Opportunities policies. All our policies can be found at www.bledington.gloucs.sch.uk under the About us/Policies tab

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Statement of Intent

We 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; this includes prejudice-based incidents. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

This policy is in line with the Equalities Act 2010.

What is Bullying?

DFE guidance (2012) defines bullying as “*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*”. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is a difference between bullying and the ‘falling out’ that both children and adults can experience, where friendships are soon restored. Bullying is the systematic and persistent use of aggression or manipulation with the intention of hurting another person.

Bullying can be (but not limited to being)

- Emotional- being unfriendly, excluding, tormenting
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- because of or focussing on the issue of sexuality
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber - through social media, online games, phone or internet

What is a Hate Incident?

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.

Protected characteristics under current (2019) hate crime legislation are named:

disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: **age; gender (sex); and alternative subcultures, eg homeless. Misogyny** has also been added to this list.

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.

Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

Prevention

The systems in school encourage appropriate behaviour and this is supported in our Personal Social Health Citizenship Education (PSHE) and Relationships and Health education (RHE) delivery. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively.

The Role of Governors

The Governing Body supports the Co-Headteachers in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Co-Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

- All governors, teaching and non-teaching staff, pupils and parents will understand what bullying is;
- All governors, teaching/ non-teaching staff and volunteers will know what the school policy is on bullying, and follow it when bullying is reported;
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises;
- That as a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying in any shape or form is not tolerated.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Staff in school should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide
- Absconds from school/ educational visit;

- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned 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.

Procedures

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low-key manner to avoid further distress. This may be:

- Face to face talks;
- Taken as a theme in a class PSHE / RHE discussion if the bullied child is more at ease with this.

Should other incidents occur, these will be recorded and the following procedure will be used progressively to address the problem

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Depending on the nature of the bullying, the incident may be reported to the Schoolbeat officer or local community police officer.
4. Formal involvement and possible exclusion of the perpetrator.
5. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
6. Victim/s of bullying will be supported.
7. Attempts will be made to help the perpetrator/s change their behaviour.

If a hate incident/crime has happened the school may deem it appropriate to take a restorative approach to modify behaviours and support both the victims and perpetrators.

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112

<https://www.victimsupport.org.uk>

Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion

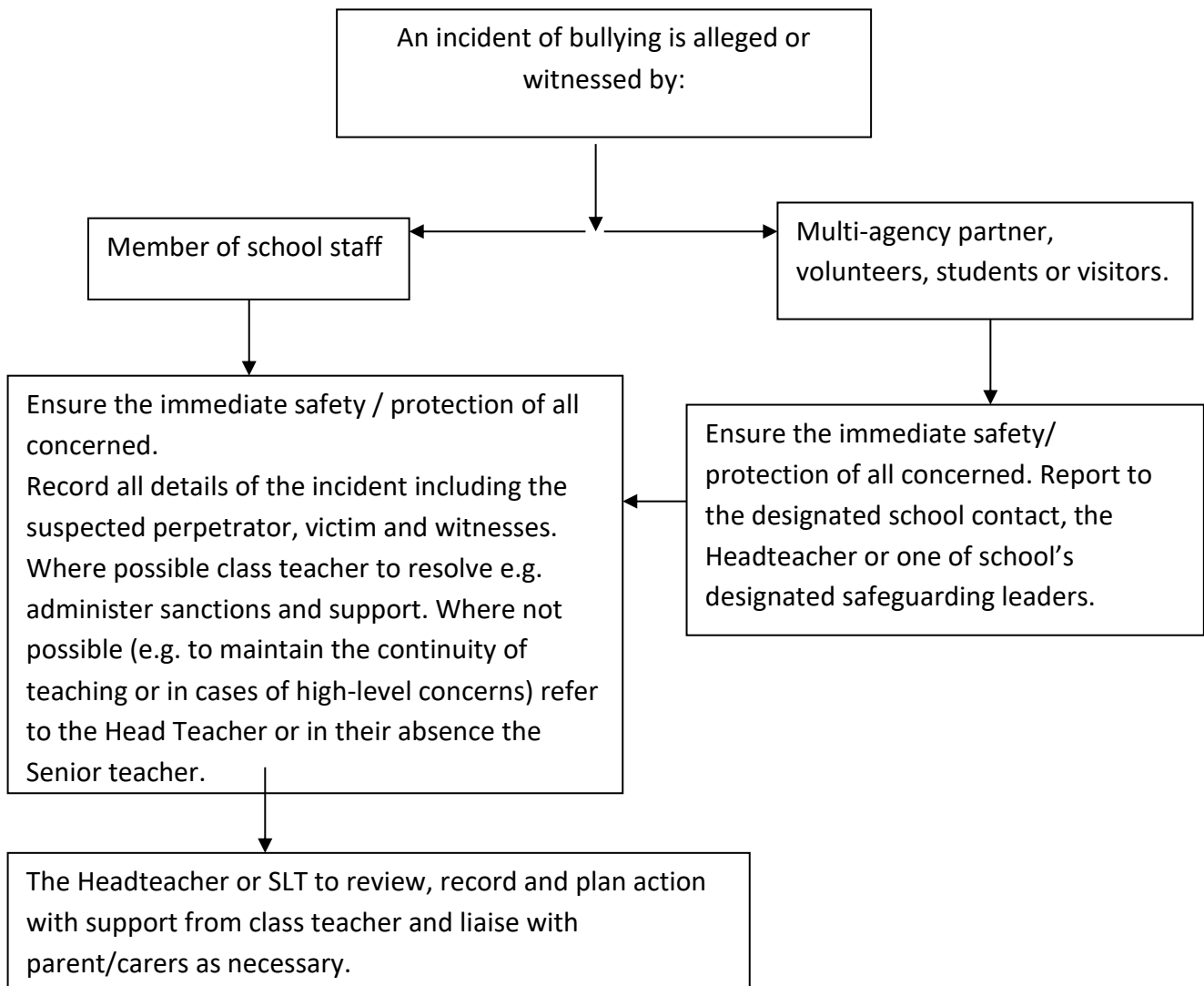
levels and/or prevent unnecessary criminalisation (01452 754 542
www.restorativegloucestershire.co.uk)

Please refer to School's Anti-bullying Protocol below.

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

ANTI-BULLYING PROTOCOL



Further information and advice can be found at

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

and you can follow the link below for advice about Cyberbullying;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

or check the Gloucestershire Police UK website for advice and ways to report Hate Crime

Written 28.01.2016 and up-dated annually