



# Anti-Bullying and Hate Policy

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**Policy to be taken to Governors:** No

**Policy Category:** School



## Introduction

It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

## Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

### Bullying can be, but not limited to:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.



- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

### **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. Students who are bullying need to learn different ways of behaving.

### **The role of governors**

The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of the head teacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the antibullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The role of the teacher and support staff  
All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and these will be uploaded on CPOMS. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a



member of the Senior Management Team (SMT). Teachers and support staff do all they can to support the child who is being bullied.

In the head teacher's office there is a logbook in which records of all incidents of bullying that occur both in and out of class are kept. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it immediately to the head teacher.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. In the first instance, the class teacher will speak to the parents/ carers of both the bully and the child that is being bullied at the earliest opportunity.

If a child is repeatedly involved in bullying other children, a member of the Senior Management Team (SMT) will invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies, such as the Area Education Officer or Primary Behaviour Support Team. There may be systems implemented in school which the head teacher may utilise, such as moving to another class or removal from the environments (i.e. the playground) that will assist the children in dealing with the problem.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Management Team (SMT). If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils**

All pupils are told to "NEVER KEEP BULLYING A SECRET!!" they are encouraged to report any bullying that they are experiencing, to someone that they trust, and if the bullying continues, they must keep on



reporting it. They can use the school worry box if they feel unable to verbalise their feelings. Children are educated about the fact that bullying is never acceptable

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in two years, or earlier if necessary