Glenfall Community Primary School

Anti-Bullying and Anti-Hate Policy

This policy should be read in conjunction with:

- Admissions Policy
- Safeguarding Policy
- Behaviour Policy
- Early Help Offer
- Disability Discrimination Act (Equal Opportunities)
- First Aid Policy
- SEN Policy
- Inclusion Policy
- Keeping Children Safe in Education, September 2022

Policy review:

Policy approval	Full Governing Body
Date approved	2 March 2023
Frequency of review	Annual
Date of next review	March 2024

Document History

Version	Issue date	Summary of changes
0.1	Feb 2023	Revised policy changed to new format
0.2	Feb 2023	Total revamp of policy to include cyberbullying
0.3	15 Feb 2023	Glenfall Staff consulted on policy
1.0	2 March 2023	Full Governing Body approved

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1. Introduction

This policy is based on DfE guidance *"Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"*, July 2017
Preventing bullying - GOV.UK (www.gov.uk)

This document is linked to the Behaviour Policy and is part of the school's suite of Safeguarding procedures.

The aim of this policy is to outline what Glenfall Community Primary School will do to prevent and tackle bullying and hate. We are committed to developing an anti-bullying culture whereby no bullying or hatred, including between
- adults
- adults and children
- child on child
will be tolerated.

2. Aims

- Discuss, monitor, and review the anti-bullying/anti-hate policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying/hate.
- Intervene by identifying and tackling bullying/hate behaviour appropriately and promptly.
- Ensure all incidents of bullying/hate behaviour are accurately recorded, monitored, and reported.
- Ensure that pupils are aware that all bullying/hate concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying/anti-hate policy.
- Report back to parents/carers regarding their concerns on bullying/hate and to deal promptly with complaints.
- Encourage parents/carers to work with the school to uphold the anti-bullying/anti-hate policy.

- Learn from good anti-bullying/anti-hate practice elsewhere and utilise support from external agencies and other relevant organisations when appropriate.
- Uphold fundamental British Values as defined by DfE.

3. Definition of bullying

- Bullying is 'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally'. (DfE, *"Preventing and Tackling Bullying"*, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant messengers, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.
- 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. This is always reported to the police.

All bullying (emotional, physical, verbal, and psychological) is aggression, but not all aggression is bullying.

Bullying and Misbehaviour Outside the school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises.
Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

4. Forms of bullying/hate covered by this policy

Bullying/hate can happen to anyone. This policy covers all types of bullying/hate including:

- Bullying/hate related to age, race, religion, or culture.
- Bullying/hate related to SEND (Special Educational Needs or Disability).
- Bullying/hate related to appearance or physical/mental health conditions.
- Bullying/hate of young carers, children in care, or otherwise related to home circumstances.
- Bullying/hate related to gender, transgender, or sexual orientation.
- Bullying/hate related to alternative subcultures, e.g. homeless.
- Bullying/hate via technology – 'cyberbullying'.

5. Cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games, and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images, or videos. Pupils may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere.

Cyberbullying includes:

- Sending threatening or abusive text messages.
- Creating and sharing embarrassing images or videos.
- 'Trolling' – the sending of menacing or upsetting messages on social networks, chat rooms, or online games.
- Excluding children from online games, activities, or friendship groups.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name.
- Sending explicit messages, also known as sexting.
- Pressuring children into sending sexual images or engaging in sexual conversations.

6. Preventing, identifying, and responding to bullying and hate

The school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others which will be upheld by all.
- Work with staff and external agencies to identify all forms of prejudice-driven bullying/hate including responding to peer on peer abuse.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff, and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Consider all opportunities for addressing bullying/hate in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support, and the school council.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration, lunchtime support, and site staff) to identify all forms of bullying/hate and to follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying/hate incidents and issues so as to effectively develop strategies to prevent bullying/hate from occurring.
- Actively create a safe environment in which all children can learn.
- Use a variety of techniques, which may include a restorative approach, to resolve the issues between those who bully/express hate and those who have been bullied/victims of hate abuse.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

7. Involving pupils

To involve pupils, the school will:

- Canvas children and young people's views on the extent and nature of bullying/hate.
- Ensure that all pupils know how to express worries and anxieties about bullying/hate.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying/hate.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied/victims of hate and to those who are bullying in order to address the problems they have.

8. Liaising with parents and carers

To liaise with parents and carers, the school will:

- Make sure that key information (including policies and named points of contact) about bullying/hate is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying/hate.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying/hate.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying/hate, where such involvement is reasonable.
- Ensure that parents work with the school to role model positive behaviour for pupils, both online and offline.

9. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010

- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Keeping Children Safe in Education 2022

10. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, SLT, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently, and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The school will report on a regular basis to the governing body on incidents of bullying/hate and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Quick reference to Anti-Bullying and Anti-Hate Policy

What is Bullying?

Bullying is when someone thinks they are more powerful than someone else and is mean to them deliberately over and over again.

It could include:
name calling, taunting, mocking, making offensive comments, physical attacks, taking belongings, gossiping, excluding people from groups, spreading hurtful or untruthful rumours, producing offensive graffiti, sending offensive, upsetting and inappropriate messages by phone or social media site, making fun of someone's religion

Preventing (stop it happening)

- teachers look out to check children are being kind
- deal with unkind incidents so they don't develop into bullying
- lessons and circle times on being kind
- lessons on treating all people with respect
- make everyone in school feels good about themselves
- talk about bullying so everyone understands
- make sure everyone knows who to tell

We want everyone to be able to tell.

Talk to:

Any teacher

Any teaching assistant

Friend

House Captain

Mum or Dad or Family Member

Tackling

(What we will do to support someone who is being bullied)
Listen
Make the child feel safe
Plan ways to support the child
Work with their family

What we will do about the bully
Make sure they understand what they did wrong
Teach them to change their behaviour.
Tell their family so they can help them too.