

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Anti-Bullying & Hate Incidents Policy

POLICIES FOR CROSS-REFERENCE: BEHAVIOUR, ONLINE SAFETY, CHILD PROTECTION & SAFEGUARDING

Approved by:

HILLESLEY PRIMARY
SCHOOL GOVERNORS

Date: February 2023

Next review due by:

MARCH 2027

Bullying prevents children from feeling nurtured or welcomed in our school. It can have an obvious detrimental effect on learning and is contrary to our school's Christian values.

I. INTRODUCTION

- 1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It empowers the bully or gang of bullies, whilst weakening the victim.
- 1.2 Bullying can take many forms and include physical, which includes hitting, kicking and taking belongings; verbal, name-calling, insulting and racist remarks; and indirect, including spreading nasty stories or excluding someone from social groups. Bullying make take place in person, or remotely (cyber-bullying) via social media/phone calls/texts/messaging.
- 1.3 Bullying does not happen once. It goes on over time and is persistent.
- 1.4 Hate incidents are a form of bullying directed towards an individual or group because of their identity or perceived identity.

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.

2. AIMS AND OBJECTIVES

- 2.1 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying/hate incidents that may occur.
- 2.4 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/hate incidents in our school.

3. HATE INCIDENTS

3.1 Hillesley School is committed to taking prejudice-based incidents seriously, ensuring that all incidents are accurately recorded, monitored and reported, in order to prevent prejudice-based bullying and inform targeted anti-bullying work.

3.2 Protected characteristics under current hate crime legislation are named:

- Disability
- Mental ill health
- Cyber bullying
- Religious
- LGBT+
- Race
- Gypsy, Roma & Traveller children

3.3 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.

3.4 Hillesley School has clear guidelines and procedures for recording and reporting of hate incidents/crimes to be included in the countywide data (through the Gloucestershire County Council).

If there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary should be contacted (e.g. School Beat Officer).

3.5 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 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)

3.6 If a hate incident/crime has happened the school may deem it appropriate to take a restorative approach when dealing with Hate Crime incidents to modify behaviours and support both the victims and perpetrators.

4. DEALING WITH BULLYING

4.1 We believe that the most efficient way to deal with bullying is for everyone, parents, children, staff and governors to:

- a) be aware of the Behaviour policy
- b) be aware of the understanding of what types of behaviour constitute bullying
- c) be aware that this is a 'telling school' with parents, children and staff being encouraged to inform staff or governors of bullying behaviour.
- d) Be aware of the strategies we will use to challenge bullying behaviour

- e) Be aware of the behaviour that may indicate that a child is being bullied e.g. reluctance to go to school, aggression towards a younger sibling, damaged clothing or property.

5. THE ROLE OF GOVERNORS

5.1 The governing body supports the head teacher in all attempts to eliminate bullying/hate incidents from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying/hate that do occur are taken very seriously and dealt with appropriately.

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

5.3 The governing body will respond within ten days to any request from a parent to investigate incidents of bullying/hate. 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.

6. THE ROLE OF THE HEAD TEACHER

6.1 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 deal with incidents of bullying/hate. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

6.2 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 worship as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

6.3 The head teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying, and to do so consistently.

6.4 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 nurturing and welcoming school, bullying is far less likely to be part of their behaviour.

7. THE ROLE OF THE TEACHER

7.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

7.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

7.3 If, as teachers, we become aware of any bullying taking place between members of a class, we 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. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs co-ordinator. We then 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 educational psychologist or the social services.

7.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

7.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

8. THE ROLE OF PARENTS

8.1 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.

8.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school so that they can become responsible and fulfilled members of society.

9. MONITORING AND REVIEW

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

9.2 This anti-bullying policy is the governors' responsibility and is reviewed for effectiveness annually. They do this by examining the records kept of any bullying incidents, and by discussion with the head teacher.