



# **Anti-Bullying & Prejudice Related Incidents Policy**

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**V1.0**

## **1. Introduction**

Children have the right to learn in a supportive, caring and safe environment without the fear of bullying, prejudice or harassment. Bullying can take place anywhere, be about anything and is contrary to the ethos and standards of behaviour, expected in school. Longthorpe Primary School takes the matter of bullying very seriously.

We believe it is important to empower children so that they know that their fears are taken seriously, they are not afraid to speak out, and most importantly know that direct action will be taken, promptly.

The School's Behaviour Policy states that our main aim is to use positive reinforcement where possible. We believe, having an active school policy on anti-bullying will help reinforce a positive ethos when dealing with such behaviour issues.

The aim of this policy is to try and prevent and deal with any behaviour or incident deemed as bullying or prejudice based. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

## **2. Our Aims**

- To work towards ensuring an environment where all children feel safe, happy and secure in school.
- To ensure that all pupils, staff, parents and governors have an understanding of what bullying and prejudice mean and their impact on the victim's emotional wellbeing.
- To ensure that all pupils, staff and parents have guidance and strategies to deal with and resolve bullying and prejudice related incidents when they occur.
- To eliminate racism and sexism in our school. To encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.
- To ensure that the curriculum teaches why bullying/prejudice is unacceptable and how it can be dealt with.
- To ensure that the school's safeguarding procedures are considered and/or implemented if appropriate.

### **3. Underlying Principles**

This policy should be viewed in conjunction with the e-safety, behaviour and safeguarding policies. Each bullying and prejudice related incident holds unique and distinctive features, which need to be considered. The School's response should be informed by the principles below.

These principles need to be adopted if schools are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all children and young people within the school community in line with Every Child Matters.

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a child's social and emotional wellbeing.
- Strategies for dealing with discrimination need to be linked to the schools behaviour policy.
- All staff, children, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.
- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.
- Schools should keep parents, carers and children informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.
- Schools and the Local Authority will be open and honest in their dealings with pupils, parents, carers and members of local communities about prejudice related incidents and will value their help and support in tackling these issues.
- Information must be shared with teachers and TA's. This includes arrangements for the transfer of information for new teachers or a move to high school.

## 4. Defining Bullying and Prejudice

We consider that bullying is **repeated, deliberate** behaviour that makes another person feel threatened, distressed, hurt, embarrassed, discomforted or upset. Occasionally the perpetrator may not consciously intend the distress caused, this will depend upon the perpetrator's age and ability to understand the consequences of their behaviour.

Prejudice related bullying is negative behaviour that is motivated by prejudice based on an individual's actual or perceived identity, i.e. characteristics unique to a child or young person's identity or circumstance. It can lead to discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Types of prejudiced related bullying include:

- A **racist incident** is any incident which is perceived to be racist by the victim or any other person.
- A **disability related incident** is any incident which is perceived to be so by the victim or any other person.
- A **homophobic related incident** is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

## 5. Types of Bullying and Prejudice Related Incidents

1. **Verbal (Name-Calling, Taunting, Mocking)** - This covers name-calling, insults, threats and prejudice related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech/accent, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of "gay" to mean "stupid". Staff will challenge all such derogatory language.
2. **Written** - This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.
3. **Graffiti** - This includes offensive writing and drawings in public places and anywhere in the school such as walls, desks, and toilets.
4. **Physical** - This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone as well as threatening such acts.

5. **Intimidation/coercion** - This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will. It also includes setting up humiliating experiences.
6. **Property damage** – This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a pupil's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.
7. **Extortion** - Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.
8. **Exclusion** –This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.
9. **Spreading rumours** - The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt those named in the rumours.
10. **Cyber bullying** – is many of the above listed bullying methods that take place via the internet, mobile devices, mobile apps and includes harassment, denigration, flaming, impersonation, outing and trickery, cyber stalking, exclusion, gossiping, spreading rumours, blackmailing and grooming and sharing images.
11. **Other prejudice related incidents** - This includes the wearing of specific badges, T-shirts carrying slogans or bringing discriminatory literature into school; attempting to recruit others to organisations and groups that promote any form of prejudice.

## 6. Silence and Secrecy Nurture Bullying

Silence and secrecy undermine the power of the School and affirm the power of the bully/offender. We need to combat this by having open discussions on bullying and an active policy. Without this it can be thought by children that the school condones bullying, provided it is kept out of sight.

### a) Recognising Bullies

We need to be aware of stereotypes, as pupils who bully others are not easily recognised. There are some common characteristics however ;-

- bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- bullies tend to lack empathy, cannot imagine what the victim feels.
- bullies tend to lack guilt, they rationalise that the victim somehow 'deserves' the bullying treatment.

### b) Gangs

Bullying by groups of pupils increases the difficulty of dealing with the problem. A punitive response to an individual bully conveys the hidden message that it is alright to be aggressive if you are the boss. A punitive response can also trigger group solidarity.

It is important to speak to a member of staff who understands something of the dynamics of the bully group. It may be more appropriate to talk to group members individually.

### c) Victims

Bullies pick on vulnerable children, but it is often difficult to judge who might be seen as vulnerable, as vulnerability is not always visible to adults. Bullies make people feel unhappy or uncomfortable because of their ability, accent, age, appearance, clothes, disability, family background, hard work, race, religion, gender, status or wealth.

## 7. Identifying Peer Conflicts and Bullying

The harm caused by bullying/prejudice should not be underestimated. It can cause considerable stress to children, to the extent that it affects their health and development. However, it is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

It is important to be able to identify the difference between a peer conflict and actual bullying.

<b>Normal Peer Conflict</b>	<b>Bullying</b>
Equal power or friends.	Imbalance of power – not friends.
Happens occasionally.	Repeated unwelcome actions.
Accidental or not pre-meditated harm.	Deliberate harm or the threat of physical or emotional harm.
Not seeking power or attention.	Seeking power, control of material things.
Generally not trying to get something.	May attempt to get material things or power.
Remorse – will take responsibility.	No remorse – may blame the victim.

## 8. Preventative Measures

All school staff play a major role in ensuring that we prevent bullying from occurring and dealing with it in a consistent manner if it arises, through the following:-

### Curriculum Content

- a) Teacher plan activities that promote and encourage co-operative behaviour and relationships in the classroom and playground. A variety of class based activities are used to enhance self esteem with work continuing through all stages of the school. We have established reward systems, e.g. stickers, merits, achievement certificates, house system.
- b) Positive strategies are employed to help the bully and the victim to resolve difficulties in a sensitive, supportive manner.
- c) Assemblies and class discussions provide a forum for raising issues.
- d) Children may be given opportunities to explore situations through role playing, to help them to empathise with others.
- e) The school actively promotes non- aggressive behaviour and encourages children to behave in an assertive manner.
- f) The School's Council is a positive strategy developed to be a forum for dealing with bullying issues.

**Supervision :** All members of staff, when on duty, during break or at lunchtime must make sure that 'hidden' areas of the school are supervised, for example, behind the mobile, by the gates, by the caretaker sheds, etc.

**New children:** Our policy is to ensure that children who are new to the school are made to feel welcome.

**Staff Relationships:** Staff set an example in the way they behave towards each other and there is an expectation that members of staff will not be victimised in any way that would constitute bullying behaviour. Should this ever occur, our school ethos is such that it would be drawn to the attention of senior staff and dealt with appropriately.

**Meal-time Supervisors and Assistants:** There will be ongoing discussion, support and training for Staff on these issues. Our Supervisory Assistants are very aware of the importance of reporting any concerns and they use the appropriate channels; Senior Mid-day Supervisor / class teacher / line manager.



## 9. Procedures for Dealing with Bullying and Prejudice Related Incidents

It is important that all staff apply the procedures consistently:-

- Staff must remain calm. An emotional reaction may add to the bully/offender's fun and control of the situation.
- Take the incident seriously.
- Listen very carefully, to both sides.
- Decide whether the situation can be dealt with by you or should be referred to other Key Staff, i.e. Team Leader, Deputy Head or Headteacher
- Reassure the person offended, don't make them feel inadequate.
- Make it plain to the bully/offender that you disapprove of the action.
- Encourage the offender to see the other person's point of view.
- Decide if you need to sanction the offender but be very careful how you do this.
- Reacting aggressively or punitively gives the message that it is all right to bully/offend if you have the power.
- Explain clearly what the sanction is, and why it is being given.

## 10. Responding To Bullying or Prejudice Related Incidents

Features	Offender	Offended
<ul style="list-style-type: none"> <li>• Repeated</li> <li>• Insidious</li> <li>• Intimidating</li> </ul>	<ul style="list-style-type: none"> <li>• Stop incident</li> <li>• Remove / isolate child supervisor then teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Comfort / re-assurance</li> <li>• Talk through / listen</li> <li>• Encourage openness</li> <li>• Promise to monitor</li> <li>• Counsel and provide strategies</li> <li>• Explain disciplinary action taken</li> </ul>
Parents	Strategies	Log incident
<ul style="list-style-type: none"> <li>• Inform offender's parents if appropriate</li> <li>• Promise regular review</li> <li>• Exclude regular offenders</li> <li>• Explain / re-assure offended's parents</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation (teacher)</li> <li>• Gather evidence</li> <li>• Explanation</li> <li>• Reflect on Golden Rules</li> <li>• Time out</li> <li>• Punishments may include written or verbal apology / counselling</li> </ul>	<ul style="list-style-type: none"> <li>• In Blue Book if necessary (teacher)</li> <li>• School's MIS; ScholarPack</li> </ul>

## 11. Sanctions

The sanctions issued depend upon the type of incident. Pupils are expected to adhere to our 5 Golden Rules, which remain consistent from Reception to Year 6.

**Key Stage 1:** Pupils are given one verbal reminder when they stray from the rules and their name is recorded. This is still the warning stage. After the initial warning, the pupil loses 5 minutes of their playtime. If the behaviour continues, then they lose another 5 minutes, totalling 10 minutes.

**Key Stage 2:** Pupils are given one verbal reminder when they stray from the rules and their name is recorded. This is still the warning stage. After the initial warning, the pupil loses 10 minutes of their playtime.

Pupils spend this time considering the consequences of their actions and how to improve their behaviour going forward. Teachers record reasons for misdemeanours and the golden rule broken, on the School's MIS system. Where patterns emerge or behaviour needs further management, parents are informed by letter and may meet with teachers to work together on proactive strategies, although this is not always necessary since these are minor misdemeanours.

Sanctions could include the following depending on the teacher's judgment, in consultation with Headteacher and other staff :-

- missing playtime
- missing lunch break
- not going on school visits or school journey
- missing any school treats or activities
- Seclusion to another school (up to 3 days)
- exclusion from school at lunchbreaks
- exclusion for a fixed period
- permanent exclusion

Members of the Senior Leadership Team deal with severe behavioural transgressions with parents being informed of such incidents. Examples of serious misdemeanours are listed beneath (this is not an extensive list) and are recorded in "The Blue Book"/School's MIS:

- swearing at an adult,
- physical injury to an adult (non-accidental),
- serious physical aggression towards a peer,
- bullying i.e. sustained victimisation,

- racial abuse/abuse related to physical attributes
- prejudice related abuse/victimisation
- belligerent refusal to co-operate with an adult.

### **Fixed Term and Permanent Exclusion**

Fixed period or permanent exclusion is a last resort and only issued in extreme cases of inappropriate behaviour, or when all other attempts to engage a pupil in changing their behaviour, have failed.

*Please refer to the [School's Exclusion Arrangements](#) for further details about exclusions.*

## **12. Supporting the Target of Bullying/Prejudice**

The targets of bullying or prejudice based incidents may need comfort, support and regular monitoring to deal with the situation. The School will support the victim of bullying to feel their voice has been heard, help increase their self-esteem and provide advice on how take control of the situation. We will encourage them to be assertive and make sure they feel able to discuss any reoccurrence. There are numerous websites and books that suggest strategies and solutions to bullying (see Item 16). We may also offer:

- A named adult, within school, whom the victim of bullying can approach if any issues continue.
- A teacher-led meeting between the victim and the perpetrator to discuss the issue.
- ELSA (Emotional Literacy Support Assistant) support for the victim of bullying.
- A school nurse referral if further support is required for the victim of bullying

## **13. Bullying of children with Special Educational Needs**

Longthorpe Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

## 14. Parents

As part of the home-school partnership parents and carers are encouraged to support the School in actively discouraging bullying and prejudice in all forms. By encouraging their child to be 'assertive' and not aggressive and reporting any worries or concerns as soon as possible. Through having a clear policy, we hope parents will feel reassured, and confident that concerns can be with school staff. In order for anti-bullying strategies to be effective, it is essential that parents and carers work with the School in supporting this policy.

## 15. Communication, Monitoring and Review

The Anti-bullying policy is available on the school website for all to view and copies are to be made available upon request. The policy will be issued to all existing and new staff and drawn to the attention of governors. In order to know if the policy is effective, we will monitor the number of incidents received and also ask for feedback from School's Council and yearly through sessions during anti-Bullying week and the SEAL programme of study.

## 16. Sources of Further Information, Support and Help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<b>Name of organisation</b>	<b>Telephone number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> <a href="http://www.beyondbullying.com">www.beyondbullying.com</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
UK Government Website	not available	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>