



# St Peter & St Paul

CofE Primary School

## Anti-Bullying and Prejudice Related Incidents Policy 2017 - 2021

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	November 2017	Mr Mark Carlyle Head Teacher
Agreed by Governors:	November 2017	Mrs N Ford Chair of Governors
Lead:	Senior Leadership Team	
Review date:	November 2021	

### Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

# St Peter and St Paul CofE Primary School

## Anti-Bullying and Prejudice Related Incidents Policy

### Rationale:

Every child should be able to learn in a school environment that is free from bullying of any kind including prejudice related, and in which they feel safe and supported. There is no place for any form of bullying in our school. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experience and wider development of children. We need to encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour.

Providing safe and happy places to learn is essential to achieving good outcomes for all children. Bullying can prevent children from learning and be a significant barrier to their achievement. It can also impact on a child's social and emotional well-being.

Schools need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice-driven bullying and cyberbullying. Schools, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps schools to safeguard the well-being of their pupils and staff as well as playing their part in creating a society in which we all treat each other with dignity and respect. When bullying does occur schools need to respond promptly and firmly. They need to apply disciplinary sanctions. They need to work with bullies so that they are held to account for their actions and accept responsibility for the harm they have caused. They need to, as well, support those being bullied. (*The Rt. Hon. Ed Balls, MP, Secretary of State for Children, Schools and Families, on behalf of the Anti-Bullying Alliance, 2007*).

### Aims:

- Bullying and prejudicial behaviour are wrong and damage individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying and prejudicial behaviour are regarded as unacceptable.
- We aim as a school to produce a safe and secure environment where all can learn without anxiety.

- We aim to ensure that all pupils, staff, volunteers at the school, parents and governors have an understanding of what bullying and prejudicial behaviour means.
- We aim to make all those connected with the school aware of our opposition to bullying and prejudicial behaviour and to make clear each person's responsibilities with regard to the eradication of bullying and prejudicial behaviour in our school.
- This policy aims to produce a consistent school response to any bullying or prejudicial incidents that may occur.

### **Underlying Principles:**

All allegations of bullying or prejudice related incidents should be taken seriously and investigated thoroughly. The School will be open and honest in its dealings with pupils, parents, carers and other members of the school community about bullying and prejudice related incidents and will value their help and support in tackling these issues.

### **Guidance:**

This policy is drafted in line with the Local Authority Advice and Guidance on Dealing with Prejudice Related Incidents in Schools. and the Dealing with Racist Incidents in Schools Advice.

### **Definitions:**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Incidents of bullying include the following three characteristics:

- 1 Intentional Aggression:** The aggressive behavior is a deliberate attempt to hurt or control another person or persons by targeting them.
- 2 Imbalance of Power:** The aggressor targets someone who has (or perceives the target to have) less power than they do and uses it to achieve their goal of hurting or controlling that person. Imbalance of power can include differences in such things as: physical strength or body types, access to embarrassing information, popularity, and social status related to wealth and/or talents. Power imbalances can change over time and in different situations, even if they involve the same people.
- 3 Repetition:** (or has the potential to be repeated) over time for the sole purpose of harming or controlling the targeted person or persons. ([suffolkstopbullying.org](http://suffolkstopbullying.org))

- Indirect - being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
  - Physical - pushing, kicking, hitting, punching, slapping or any form of violence
  - Verbal - name-calling, teasing, threats, sarcasm
  - Cyber - all areas of internet misuse (such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging) and mobile threats (by text messaging & calls)
- 1 **Physical Bullying** such as: kicking, tripping, pushing, spitting at, taking or breaking someone's personal things, hitting, pinching, mean or rude gestures, and intimidation by physical proximity.
  - 2 **Verbal Bullying** such as: name-calling, teasing, inappropriate sexual comments, taunting, threatening to cause harm.
  - 3 **Relational or Social Bullying** such as: purposely excluding someone to cause them hurt, convincing others not to be friends with the the targeted person, spreading rumors, character assassination, and embarrassing someone in public.
  - 4 **Cyber or Digital Bullying** (bullying over electronic devices) such as: mean text messages or emails, "liking", "favoring" or "following" an aggressor's posts, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyberbullying continues to increase as digital media use becomes more prevalent in the social culture of children. ([suffolkstopbullying.org](http://suffolkstopbullying.org))

The term prejudice-related bullying specifically refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- disabilities and special educational needs
- ethnic, cultural and religious backgrounds
- gender
- home life, for example in relation to issues of care, parental occupation, poverty and social class
- sexual identity.

## **Signs and Symptoms of Bullying or Prejudice Related Behaviour:**

Many children and young people do not speak out when being bullied or suffering prejudice related behaviour so adults should be aware of possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

## **Why is it Important to Respond to Bullying and Prejudicial Incidents?**

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect.

Both the kids who are targeted and those who bully others may develop serious, lasting problems affecting academics, legal, social, physical health

and emotional well-being. The harmful effects of bullying are frequently felt by others, including friends and families, and can hurt the overall climate and health and safety of schools, neighbourhoods, and society.  
([suffolkstopbullying.org](http://suffolkstopbullying.org))

Pupils who are bullying need to learn different ways of behaving.

Prompt, appropriate and consistent responses from all members of staff can encourage pupils who might otherwise suffer in silence to report incidents and share their concerns and worries.

Schools have a responsibility to respond promptly and effectively to issues of bullying because a failure to respond could be seen as condoning prejudiced behaviour and could discourage pupils and parents / carers from reporting incidents and sharing their concerns with staff.

In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, **it is important that it is the behaviour that is disapproved of and not the pupils themselves.**

### **The Role of the Teacher:**

Teachers attempt to support all children and to establish a climate of trust and respect in their class, by praising and rewarding pupils.

Teachers take all forms of bullying and prejudicial incidents seriously and endeavour to intervene to prevent them from taking place. They keep records of incidents that happen in class.

If a teacher witnesses an act of bullying or a prejudicial incident, it is their responsibility to intervene immediately. Effective action could include:

- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- correcting any misinformation that was used as part of the prejudice related behaviour;
- where an assurance is forthcoming, asking the pupil to apologise for his or her action, where possible mediate between the children or young people;
- investigating the background or particular circumstances which led up to the incident – witnesses should be sought to verify the account;

- referring the matter, where appropriate, to a senior member of staff for disciplinary action;
- arranging a meeting or informing the parents / carers in order to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is any repetition (if such behaviour appears to be condoned or encouraged by the parents, staff should refer the parents to the headteacher) ;
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment that might help and encourage the pupil to overcome his or her prejudices and to desist from engaging in similar behaviour in the future;
- checking the recording and reporting data to see if the pupil has been involved in any earlier incidents. If this is the case, a senior member of staff should meet with the parents / carers of the perpetrator. The meeting should enlist the support of these parents and carers to stop such behaviour and to stress that a similar incident in the future could have serious consequences for the child. In some cases, this could lead to a fixed-term or permanent exclusion and possible action by the police if the aggrieved victim took action against the perpetrator.
- Consideration and implementation of “consequences” under the school’s Behaviour Policy.
- Consideration of whether any safeguarding issues have arisen and possible implementation of the school’s Safeguarding Policy.

It is often helpful, once the immediate situation has been dealt with, for staff to reflect on the incident, to consider what further action may be necessary in respect of the perpetrator and victim and to see if there are any lessons to be learned from the experience. These actions could include:

- Considering the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour;
- Checking data records to see if the pupil has been involved in any previous incidents. If this is the case, a senior member of staff should meet with the parents of the perpetrator, seek their support in stopping such behaviour and make them aware that a similar incident in the future could have serious consequences for their child;
- Monitoring the perpetrator's future behaviour;

- Considering which other members of staff need to be informed, for example, the Headteacher, Key Stage co-ordinator, head of year or class teacher;
- Checking to see if there are any times in the school day, or any places in the school, where pupils feel particularly vulnerable. If so, try to find ways of overcoming this. For example, if incidents have occurred in the playground, check that staff are on the alert for such behaviour at lunch and break times;
- Considering if it would be beneficial to discuss the issues further in a school assembly or class discussion. This requires careful judgement. It may expose the victim in an embarrassing and uncomfortable way and could be treated inappropriately by other pupils. On the other hand, it may be an opportunity to develop positive attitudes towards diversity. This will help pupils to understand the damaging effects of prejudice and the determination of the school to combat this.
- Asking all members of staff to keep a protective eye on a known victim(s) of prejudice and taking positive steps over time to build up their trust and to encourage them to report any further incidents;
- Making sure all members of staff are alert for other pupils who may be suffering in silence;
- Asking all members of staff to keep a watchful eye on known perpetrators to prevent further prejudiced incidents.

Training is given to teachers which enables them to deal with situations of bullying and behaviour management.

### **The Role of the Head Teacher:**

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying and prejudicial incidents less likely. When children feel important and belong to a friendly and welcoming school bullying and prejudicial incidents are far less likely to be part of their behaviour.

The Head Teacher ensures that all children know that bullying and prejudicial behaviour are wrong and unacceptable in school. He/she also ensures that this is reinforced through the curriculum, collective worship and dedicated assemblies.

It is the responsibility of the Head Teacher to implement the School's Anti Bullying and Prejudicial Incidents Policy and to ensure that all staff are aware of the policy and it's provisions. The Head Teacher reports to the Governing Body about the effectiveness of the policy via the Head Teacher's report.



## **The Role of Governors:**

The Governing Body supports the Head Teacher in all attempts to eliminate bullying and prejudicial incidents from the school.

The Governing Body monitors any bullying and prejudicial incidents and reviews the effectiveness of the school policy regularly. The Governors require the Head Teacher to keep accurate records of all bullying and prejudicial incidents and to report to the Governors on request about the effectiveness of the school's anti bullying and prejudicial incidents strategies.

The Governing Body responds within 10 days to any request from a parent to investigate bullying or prejudicial incidents. In all cases the Governing Body notifies the Headteacher 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 Parents:**

Parents who are concerned about their child or who suspect their child may be the perpetrator of bullying should contact the class teacher immediately.

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

## **Recording and Reporting Procedures:**

Anti bullying and prejudice related incidents which occur outside the classroom are recorded in a log book which is located in the Head Teacher's office.

**Every** incident that is perceived to be bullying or based on prejudice should be reported and recorded, however minor it may appear at the time.

## **Support:**

**Support for the victim may include:** 1:1 time with an adult to help build self-esteem; peer support; a "trusted" adult at lunchtime who is fully aware of the issues and can offer protection; regular home-school contact between parents and teachers; "open-door" policy for parents with class teacher and senior leaders; access to nurture group facilities.

**Support for the perpetrator may include:** 1:1 time with an adult to help build self-esteem and social skills; social skills group work, peer support; a "trusted" adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-school contact between parents and teachers; "open-door" policy for parents with class teacher and senior leaders; access to nurture facilities; pastoral support programme if a risk of permanent exclusion.

### **Policy Links:**

This policy should be read in conjunction with the School's Behaviour, Single Equalities and Safeguarding policies as well as the Statement of Behaviour Principles.

### **Monitoring and Review:**

This policy is monitored by the Head Teacher, who reports to Governors about the effectiveness of the policy on request.

The anti bullying policy is the Governors' responsibility and they review its effectiveness annually. They examine the school's anti bullying logbook and discuss incidents with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **Period of Review:**

This policy is reviewed every 4 years.

## Document History

<b>Version</b>	<b>Date</b>	<b>Comments</b>
Issue 1	March 2013	Adopted by governors
Issue 2	July 2015	Revised in line with the Anti-Bullying Alliance publication - 'Safe to Learn: Embedding Anti-Bullying Work in Schools'.
Issue 3	November 2017	Revised to include prejudice-related incidents.