

# Coalway Community Infant School

## Anti-bullying and Hate Policy



This policy will be reviewed annually

Review date: Oct 2023

Date of policy: Oct 2023

Next Review date: Oct 2024

Signed:

A handwritten signature in black ink, appearing to read 'S. K. S. O. O. O. S.', written over a horizontal line.

Chair of Governors:

**This policy also links to our policies on:** Acceptable Use Agreement for pupils, Acceptable Use Agreement for staff, governors volunteers and visitors, Attendance, Behaviour, Child Protection and Safeguarding, Complaints, Confidentiality, Health and Safety, Early Help Offer, RHSE, Safer Recruitment, Children who go missing from Education, SEND, Staff Code of Conduct/ Whistleblowing

## **INTRODUCTION**

At Coalway Community Infant School we recognise that bullying can occur. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively.

## **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

### **ARTICLE 28**

Children have the right to an education. Discipline in schools should respect children's human dignity.

### **Our School Vision**

We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.

We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.

Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.

We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.

We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.

We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.

### **What is hate?**

Hate in the context of behaviour and attitude has been defined as: "Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference" (Chakraborti, Garland and Hardy 2014:6). Any form of hate crime will be reported to <http://gloshate.co.uk>

## **BULLYING and HATE: OUR SCHOOL'S VALUES AND BELIEFS**

- All pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying, of any sort, is undesirable and unacceptable.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Bullying is a problem to which solutions can be found.

- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.
- We recognise that peer on peer abuse can happen
- We recognise that children with SEND can have bullying put down to their needs and may need additional pastoral support.

### **WHY IS AN ANTI-BULLYING AND HATE POLICY NECESSARY?**

Coalway Community Infant School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain pupils with the potential for bullying behaviour. At Coalway Community Infant School we aim to minimise the occurrence of bullying. The School also promotes PHSE and teaches social skills, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

**This policy covers all types of bullying such as:**

- disability
- mental health
- cyber
- religious
- race
- Gypsy, Roma and Traveler children and alternative sub cultures
- gender: LGBT
- any prejudice-based and discriminatory based bullying

### **THE DEFINITION OF BULLYING**

The first definition comes from Circular 8/94, Pupil Behaviour and Discipline, and allows us to distinguish bullying from other forms of unacceptable behaviour.

**Bullying ... involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour.**

**The next is taken from Kidscape.**

'Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.'

**Bullying is therefore:**

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

**Bullying can be:**

- Physical - hitting, punching, pinching or any use of violence.
- Verbal - name calling, insulting, sarcasm, teasing, making offensive remarks, indirect bullying through spreading nasty stories about someone,
- Emotional - tormenting, ridiculing, exclusion from social groups, being made the subject of malicious rumours.
- (Updated) Prejudice-based- Racial / Religious / Cultural: racial taunts, gestures, graffiti, making fun of someone's culture or religion.
- Cyber - All areas of the internet, such as sending offensive e-mails and internet chat room misuse. Mobile threats by texts messaging and calls. Misuse of associated technology e.g. camera, video.

**Discriminatory**

- Sexual - unwanted physical contact, sexually abusive or sexist comments
- Homophobic - because of, or focusing on the issue of sexuality.
- Special Educational Needs and Disabilities - unwanted taunts, name calling, insults related to a person's disability.

### **Bullying is not:**

It is important to understand that bullying is not an odd occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do 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 a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We will support our pupils in learning how to deal with these situations and develop social skills to repair relationships.

**It is bullying if it is done repeatedly and on purpose.**

### **Recognising the difference between bullying/bossiness and bullying/boisterous behaviour:**

<b>Bullying</b>	<b>Bossiness</b>
Focused on younger, smaller and timid children, relying on threat and force. Willful, conscious desire to hurt, threaten and frighten.	Bossing whoever is around at the time. Usually outgrown as social skills and maturity develop.

<b>Bullying Behaviour</b>	<b>Boisterous Behaviour</b>
Playing in a way that spoils other children's activities, showing violence and hostility. Rough intimidating behaviour.	More natural, uncontrolled, not vindictive. High spirits, not unfriendly.

### **Child on Child Abuse**

All staff recognise that children are capable of abusing their peers. Refer to the Child on Child Abuse Policy.

### **What is Cyber Bullying?**

Cyber bullying is when someone uses the internet - often social networking sites, or mobile phones to deliberately upset someone else. To help combat it you can save texts or print out emails and WebPages. This can be used as proof to catch the bully and stop them.

### **What can we do?**

We take cyber bullying seriously and discuss the issues at school. We tell our pupils and parents the following message: 'Don't participate in forwarding pictures, messages or insults about a person. You may think it is a joke, but you could be really upsetting the person involved and even committing a crime. To look at or forward this sort of information means you are contributing to cyber bullying.

Standing back and letting it happen can be just as bad. If you are worried that someone is getting threatened or hurt by others, offer them support or inform an adult you trust so they can help make it stop. Always respect other people and be aware of what you are sending and receiving whilst online.'

Any form of bullying including sexting and the pressure to do so will be recorded and dealt with by the school and governing body.

Some Cyber bullying activities may be covered by:

- Protection from Harassment Act 1997, which has both criminal and civil provision
- Malicious Communications Act 1988
- Section 43 of the Telecommunications Act 1984
- Communications Act 2003
- Public Order Act 1986

We encourage our pupils and parents to use the 'Think U Know', NSPCC and other parent online safety websites.

## **CREATING AN ANTI-BULLYING CLIMATE IN SCHOOL**

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

### **Why do we tackle bullying?**

We tackle bullying as an issue because we are an effective, caring school and we believe that:

- Bullying makes people unhappy and leads to low self-esteem.
- Pupils who are being bullied are unlikely to concentrate fully on their learning.
- Some pupils avoid being bullied by not attending school.
- Pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- We wish to build the self-esteem of all pupils.

Pupils will be encouraged to report incidents of bullying in school, discuss issues that come from this and peoples' feelings.

This will be developed through:

- PSHE lessons
- Social skills
- Drama activities, role play, poetry and stories
- Assembly
- Our Class and School Council offer a forum in which concerns about bullying can be discussed

Our PHSE curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for victims and help build an anti-bullying ethos,
- To teach pupils how constructively to manage their relationships with others.

This will be undertaken through:

- Class work, drama, role play, poetry and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- PSHE lessons.
- Whole school and class assembly to reinforce our message of our school values,
- Our School Council offers a forum in which concerns about bullying can be discussed.
- Visiting speakers and productions

Children will be:

- Reassured that they do not deserve to be bullied and this is not their fault.
- Assured that it was right to report the incident.
- Encouraged to talk about how they feel.
- Involved in making choices about how the matter may be resolved.

As a school we will try to ensure that children feel safe.

- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does

## **ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED**

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.

We will interview the pupil (or pupils) involved in bullying, separately.

- We will listen to their version of events.

- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- The problem will be identified and possible solutions suggested.
- We will adopt a joint problem solving approach where this is appropriate and ask the pupils involved to help us find solutions to the problem. This will encourage pupils to take responsibility for the emotional and social needs of others.
- Appropriate action will be taken to end the bullying behavior or threats of bullying.
- The bully (bullies) will be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied from our school's Behaviour Policy.
- If possible, the pupils will be reconciled.
- We will advise the pupils responsible for bullying, that we will be monitoring to ensure that the bullying stops.

**Help, support and counselling will be given as is appropriate to both the victims and the bullies:**

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victims' parents/carers.
- by offering continuing support when they feel they need it.
- by taking one or more of the seven disciplinary steps described below to prevent more bullying.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to monitor that the bullying has not continued.

We also work with the **bullies** in the following ways:

- by talking about what happened, to discover why they became involved, explaining why the action of the child was wrong.
- We endeavour to help the child change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the parents/carers and invite them in to discuss the situation.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

If any degree of bullying is identified, the following action will be taken:

**DISCIPLINARY STEPS**

1. They will be warned officially to stop offending.
2. They will miss playtimes / lunchtimes.
3. Informing / meetings with parents/carers.
4. They may be excluded from the School premises at break and/or lunch times.
5. We may arrange for them to be escorted to and from the School premises.
6. In more extreme cases, for example where these initial discussions have proved ineffective, the Headteacher may contact external support agencies such as social services.
7. In repeated or serious cases the school will use sanctions e.g. break time, lunch time exclusions, internal exclusions, fixed term exclusion, permanent exclusion.

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form.

**THE ROLE OF THE GOVERNORS**

- The governing body supports the Headteacher in all attempts to eliminate bullying 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 that do occur are taken very seriously and dealt with appropriately.

- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher 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.
- 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 Headteacher and asks them to conduct an investigation and to report back to a representative of the governing body.

### THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher to implement the school anti-bullying and hate 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. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use Assembly as a forum in which to discuss, with other children, why this behaviour was wrong.
- The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- The Headteacher sets the school vision and ethos 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

- Teachers at Coalway Community Infant School take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- If teachers witness an act of bullying, they will support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher will inform the child's parents.
- Records of incidents of bullying are stored in the Bullying Incident folder. If any adult witnesses an act of bullying, they will record the event in writing.
- If, as teachers, we become aware of any bullying taking place between pupils, we deal with the issue immediately.
- Teachers value all children in their class and establish a climate of trust, respect and compassion for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### THE ROLE OF PARENTS

Parents have an important part to play in our anti-bullying policy. We ask parents to take an active role in their child's education

- Parents who are concerned that their child might be being bullied should contact their child's class teacher immediately.
- **If you feel that a child has bullied your child, please do not approach that child in the playground, or on the way home. Please inform the school immediately.**
- It is important that you do not advise your child to fight back or to repeat the bullies' behaviour.
- Parents, who suspect that their child may be the perpetrator of bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately.
- Parents have a responsibility to support the school's anti-bullying and hate policy and to actively encourage their child to be a positive member of the school.

### MONITORING AND REVIEW

This policy will be monitored by all staff. It will be reviewed annually alongside the Behaviour Management Policy, Child Protection and Safeguarding Policy.