

Billinge St Aidan's CE Primary School  
 Management of Bullying, Harassment and Hate Policy



“Let your light shine.” Matthew 5:16

Name of Reviewer	Rachel Fisher
Date of Approval of Governing Body	December 2021
Signature of Chair	Alison Corkill
Signature of Head	Rachel Fisher
HOPE LOVE FRIENDSHIP FORGIVENESS TRUTH PERSEVERANCE Date Due for Review	November 2022

## **Equality and British Values Statement**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Billinge St Aidan's CE Primary School is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- Democracy
- Mutual Respect
- Individual Liberty
- Tolerance for those of different faiths and beliefs
- The Rule of Law

## **Introduction**

It is a Government requirement that all schools have a policy for tackling bullying, harassment and hate incidents. Our policy is compliant with the duties and responsibilities outlined in the Equality Act of 2010 and reflects our commitment to the Anti Bullying Charter to which we are signed up.

### **Aims and objectives**

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.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

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 in our school.

## **Key Staff**

Incidents of bullying, harassment and hate are a primary concern for all staff at our school; however, the following staff play a key role in the management, resolution and follow up of such incidents:

Mrs Rachel Fisher (Headteacher/Child Protection Lead)

Mr Stephen Moore (Deputy Headteacher)

Mrs Karen Benetatos (Designated Safeguarding Lead)

We actively seek to provide an environment that is safe from all forms of intimidation.

### **What is bullying?**

Bullying is defined as dominance of one pupil by another or a group of other pupils. It is premeditated and as part of a pattern rather than an isolated incident. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the head teacher since further action e.g. counselling or a referral to an outside agency may be necessary.

Bullying usually has three common features: it is deliberate, hurtful behaviour; it is repeated, often over a period of time; it is difficult for those being bullied to defend themselves.

This is a definition of bullying that is meant to be read to children (Olweus 1991).

'A pupil is being bullied or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.'

Bullying can be:

1. Physical – This includes hitting, kicking, taking belongings and any other kind of physical aggressive contact.
2. Verbal – This includes name calling, insulting remarks, when someone is threatened and made to feel bad.
3. Social – This includes spreading nasty stories, excluding from groups, deliberately ignored and made to feel like an outsider.
4. Cyber: This type of bullying can be in chat rooms, online, instant messaging on a mobile phone or e-mails.

All of these types of bullying can take the form of homophobic, racist, ability or gender based bullying.

## **The Effects of Bullying**

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences.

Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason it is important that they receive support to enable them to change their behaviour.

## ***Signs and Symptoms of Bullying***

Our staff are aware that there are many signs and symptoms of bullying. Staff will always inform a key member of staff if they feel concerned that such signs and symptoms are indicating that a bullying, harassment or hate incident is occurring. Such signs and symptoms may include:

### ***The Child***

- 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.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions that are damaged or "go missing".
- Has unexplained cuts, marks or bruises
- Stops eating
- Is afraid to use the internet

### ***The Role of the School***

At Billinge St Aidan's CE we strive to foster a climate of mutual respect and support 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.

### ***We feel that it is our role to:***

- Maintain clear policies to deal with bullying and poor behaviour (also see 'Relationships and Behaviour Policy')
  - Be pro-active in raising issues related to differences between people (see RHE curriculum - including HeartSmart, KidSafe, Thrive and Picture News)
  - Apply clear disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong
  - Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they feel their child is being bullied
  - Involve all pupils so that they understand the school's approach and are clear about the part they can play to prevent bullying
  - Regularly evaluate and update our approaches to take account of developments in technology
- Provide effective staff training
- Work with the wider community such as the police and children's services
  - Make it easy for pupils to report bullying (Anti-Bullying Boxes, Check-In Stations)
  - Create an inclusive environment
  - Celebrate success

### ***The Role of the Headteacher***

The Headteacher is responsible for monitoring all incidents of conflict, bullying, harassment and hate. If a child is repeatedly involved in bullying, the Head Teacher will be informed and will then deal with the incident in line with this policy and the Behaviour policy. She will invite the child's parents or carers into school to discuss the situation. In extreme cases, e.g. where the initial discussions have proved ineffective, the Head may contact external support agencies.

Head Teachers also have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupil's conduct when they are not on school premises or are not under the lawful control or charge of a member of the school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school public transport, outside the local shops, or in the town centre.

### ***The Role of Governors***

It is the role of the Governing Body to:

- Promote the safeguarding and wellbeing of pupils in our school.
- Monitor and evaluate this policy to ensure that statutory and non-statutory aspects are appropriately reflected.
- Ensure that the Headteacher determines measures to promote good behaviour.

## ***The Role of Parents and Carers***

Parents and carers 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. If they are not happy with the response and follow up of the class teacher, they should speak with one of the key staff listed. If they remain unsatisfied with the school's handling of the incident, they should follow the school's complaints procedure.

Parents and carers have a responsibility to support this policy and to actively encourage their child to be a positive member of our school

## ***The Role of Pupils***

Pupils are encouraged to tell anybody they trust if they are being bullied (using the STOP acronym Several Times On Purpose), and if the bullying continues, they must keep on letting people know. They understand that they can tell a Buddy, leave a note in the Bully Box or speak to any adult in school that they trust.

Pupils are invited to tell us their views about a range of school issues, including bullying.

Pupil Ambassadors, in collaboration with all pupils, have developed a charter and it is the pupils' responsibility to abide by this and our school rules and agreed rights and responsibilities (all displayed around school and in classrooms).

## ***Online Safety***

Members of the SLT will undertake regular training, in line with the school's Safeguarding and Child Protection Policies, to keep abreast of bullying issues relating to digital media (internet, mobile phones, etc), whilst all staff will receive INSET on this. Any such incidents which affect children at St Aidan's CE will be dealt with in accordance with the procedures set out in this policy, and also in both the Safeguarding and On-Line Safety Policies. We will, when necessary, report incidents to the police and/or CEOP (Child Exploitation and Online Protection). Pupils are taught about the impact of cyber/digital bullying on mental health & well-being through E-safety lessons within the computing curriculum.

## ***Reporting and Recording of Incidents***

Pupils' can report bullying through asking an adult if they can speak with them privately, through our confidential Anti-Bullying Boxes or Worry Boxes. Parents can arrange meetings with staff if they want to report an incident or can phone and ask to speak with key staff at anytime.

All incidents of conflict are recorded by staff in class via CPOMS. If an incident is deemed to be a conflict issue, this will be dealt with by the class teacher and key staff internally and in line with the school's Relationship and Behaviour Policy.

If an incident is deemed to constitute a bullying, harassment or hate issue against protected characteristics, then staff will report this directly to the Headteacher and school will record and report these to the Local Authority/Trust. School will do everything within its power to resolve, monitor and follow the incident up as effectively as possible and in line with all available guidance. This process ensures that our school is adhering to the duty contained within the SEP. Reporting to the Local Authority is the school's way of demonstrating commitment and compliance with the duty to eliminate discrimination, harassment and victimisation.



## **Strategies in Use to Address Bullying**

### **Preventative Strategies**

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has RHE sessions (KidSafe) which allows children to talk about feelings in a safe context.
- Constantly improving the school grounds, creating more cooperative play space and variety in the environment.
- Providing constructive and collaborative play areas.

### **Once a bullying incident has occurred:**

- The children are constantly encouraged to tell someone.
- We may involve parents & carers of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- The Seven Steps are used to resolve the situation. Within this framework the bully victims are given space to say how they would like the incident dealt with.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

### **Advice to children about bullying:**

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school. You can tell your parents or carers who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No-one deserves to be bullied – remember, you have a right for this not to happen to you.

## **Advice to parents/carers about bullying:**

### ***If your child is being bullied, they may:***

- change their behaviour;
- be unwilling to talk about their day;
- look less happy;
- come home with cuts and bruises;
- not want to wear their glasses;
- take things from home without you knowing;
- avoid certain children/activities, and/or
- be reluctant to come to school.

### ***If your child is bullying they may:***

- change their behaviour;
- be unwilling to talk about their day;
- come home with toys and things you have not bought for them, and/or
- have money that you cannot account for.

### ***How can parents help to prevent bullying?***

- Everybody gets angry. Help our child express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort problems out by talking rather than hurting others.
- Make immediate contact with school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

## ***Addressing prejudice and prejudice based bullying***

The school challenges all forms of prejudice and prejudice based bullying, which stand in the way of fulfilling the delivery of our school vision and our underlying commitment to inclusion and equality:

Prejudices around disability and special educational needs

- Prejudices around race, religion or belief, for example anti-Semitism and
- Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Our practice is informed by the Church of England's report: 'Valuing All God's Children.

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

### ***We treat all bullying incidents equally seriously.***

We keep a record of different prejudice related incidents and provide a termly report to the governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously and investigated and recorded according to our school policy. Staff must always act and be seen to protect victims. All incidents should be reported to the headteacher. The headteacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects. The school's RHE curriculum should address these issues systematically. Issues should also be addressed through whole class circle time.

### **Preventative Measures - maintaining an anti-bullying stance**

It is important that the issue of maintaining a safe environment remains a high priority each year, therefore awareness raising exercises are carried out as part of the school's standard curriculum provision. The RHE curriculum addresses the issue of bullying. This will be supported by school-wide messages on the issue and a special focus week – national anti-bullying week, each year.

## **Early Intervention**

The school is aware that there are some issues that are a cause of concern for children that need addressing but do not meet the criteria for bullying. The school attaches great importance to resolving these issues quickly and effectively to address the concerns and prevent any escalation into bullying.

The school uses a 'worry box' for children to communicate these worries and also encourages a 'speak out' ethos in which children feel able to voice their concerns.

Where appropriate the Early Intervention approach will be used. Other strategies include check-in stations to monitor the child's well-being or discussion with a member of staff to undertake follow up action. These strategies will be overseen by the appropriate member of staff (most often the class teacher).

If the worry is not resolved and it escalates into bullying then the procedures outlined below will be followed.

## **Procedures for Dealing with Suspected Incidents of Bullying The Staged Seven Steps Approach**

All members of the school have a responsibility to recognise potential bullying and to take action when they are aware of it happening; they should treat this seriously and follow the staged seven steps approach used by the school for all bullying incidents. As a staged approach each step represents a more serious level – the aim is to resolve the problem before it moves to the next level.

### **Stage 1 – The Seven Steps**

At stage 1 all the actions are carried out by the senior leadership team. This should be done at a time when there are no other children present e.g. during a break. A record is kept of all the interviews. The first step will be to gain a clear understanding of exactly what has been happening by talking to all individuals concerned, including any potential witnesses. Once this has been done, the aim of the intervention will be to stop the abuse; the most effective way this can happen is to ensure that the bully changes his or her behaviour – this is the cause of the damage, is unsafe and must stop.

#### **Step 1 Interview with the victim about his/her feeling**

- *During this interview there are no direct questions about the incident. The discussion is about how the victim is feeling at the moment and how it is going to be resolved.*
- *The victim should be reassured that they have done the right thing and that it will now be resolved. The next steps should be explained clearly to them. The teacher will talk to the other people involved. The aim of this will be to explain how the victim is feeling and establish what they can do to change this. At this stage they will not be punished.*
- *The victim is then asked if they are happy with this action.*

## **Step 2 Convene a group of pupils involved.**

- *This group can be any size but ideally 6 – 8. It should contain those involved plus any bystanders who saw the incidents.*

## **Step 3 Explain the problem.**

- *Tell the group about the victim's feelings – the exact details of the incident are not discussed and no blame is allocated.*

## **Step 4 No blame**

- *Inform the group that they do have a responsibility and they can do something about this. No one is being blamed but it is made clear that they need to work together and do something to stop this.*

## **Step 5 Suggestions**

- *Each member of the group is encouraged to make suggestions as to how they can make the victims time in school better.*

## **Step 6 Leave it up to them**

- *Pass the responsibility to the group to solve the problem.*

## **Step 7 Individual interviews**

- *Monitor the situation closely. Meet with the individuals involved on a regular basis and record their feelings about how things are. If the victim feels the bullying has stopped this is the end of the process. If it is continuing it goes onto stage 2.*

## **Stage 2**

At stage 2 all the actions are carried out by the senior leadership team in consultation with the class teacher. A record is kept of all the interviews and this is shared with the school's senior leadership team. At this stage the parent/carers of the children involved. A meeting will be held in school to review what has happened and set out actions and possible sanctions to resolve the bullying. If the victim feels as a result of these actions that the bullying has stopped then the process is stopped. If it is continuing it goes onto stage 3.

## **Stage 3**

At stage 3 all actions are carried out by a member of the senior leadership team in consultation with the class teacher. At this stage contact will be made with outside agencies e.g. behaviour support team, educational psychology service and police e.t.c. If the victim feels as a result of these actions that the bullying has stopped then the process is stopped. If it is continuing it goes onto stage 4.

## **Stage 4**

At stage 4 all actions are carried out by the headteacher in consultation with the senior leadership team and class teacher. At this stage a pastoral support programme will be put in place and appropriate sanctions will be used up to and including permanent exclusion.

## **Reporting on Bullying**

The school leadership team report to the governing board on a termly basis about an incidents of bullying. This is done through the head teacher's report to the governing board.

## **Monitoring and review**

This policy is monitored on a day-to-day basis by the Head Teacher and other key staff. The Head Teacher will report to governors on request about the effectiveness of the this policy.

This policy was created in October 2021, in consultation with the children, a representative of the governing body who is also a parent, the Pupil Ambassadors and a member of staff.

It will be reviewed in partnership with all members of the school community in October 2023 unless there are changes to National or Local Guidance prior to this date.