

Anti-Bullying Policy 19/20

[Including prejudice -based bullying]

Anti - Bullying Policy 19/20

In relation to all types of bullying, including prejudice-related or racism based bullying

CONTEXT

Jesse Gray has signed up to the DCSF 'Bullying – A Charter for Action' and is registered with the Anti-bullying Alliance (ABA). In September 2018 the school was awarded ABA's All Together School GOLD status

Anti-Bullying forms part of the school's duty of care and specifically in the head teacher's care, guidance & support role and she is the lead professional.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

DfE: "Preventing and tackling bullying : Advice for head teachers, staff and governing bodies" July 2017

POLICY DEVELOPMENT

Pupils contribute to the policy development & review through our Jesse Gray School Council, assemblies & PSHE / circle time. Parents are encouraged to be involved through our parent forum meetings & questionnaires, and our policies are developed in consultation with staff and governors.

PSHE /SMSC

We review our School Code of Conduct using collaborative work done by each class annually; and we use PSHE (Personal Social, Health Education) lessons and SMSC (Social, Moral, Spiritual and Cultural) curriculum; anti-bullying theme and assemblies to explore/challenge the issue of bullying on a very regular basis. We clearly state that at JG we will respect each other, and tell people when they hurt our feelings. This element is included to show how we must respect each other, and that no child should be scared to tell someone if they are being bullied, which will be tackled through our PSHE \Citizenship elements of the curriculum. Assemblies & specific PSHE lessons deal with issues such as being a 'bystander'. Our five 'Golden Rules' are displayed in / around all areas of the school.

DEFINITION of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It

might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

DfE: "Preventing and tackling bullying : Advice for head teachers, staff and governing bodies " July 2017

At Jesse Gray we consider bullying is...

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace" as defined by the Anti-Bullying Alliance

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions/definitions of bullying.

This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

In **Nottinghamshire's Guidance for Schools: Bullying and Prejudice-Related Incidents [Feb 15]** the following explanatory notes are included which define all aspects of Bullying and Prejudice Based Incidents.:

Prejudice-based incident / Hate incident*

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

*The Stephen Lawrence Inquiry Report (1999) defines a racist incident as: "**Any incident which is perceived to be racist by the victim or any other person.**"*

Nottinghamshire's definition of a prejudice-related incident has therefore been developed from this, in accordance with the Equality Act 2010 and current government guidance as follows:

"A prejudice-related incident is any incident which is perceived to be so by the target or any other person"

**Hate Incident is the term widely used by the Police and other sectors to describe this type of incident. Feedback from many Nottinghamshire schools suggests that they preferred the term prejudice-based incidents, but schools should be aware that at their most serious both bullying and prejudice-based incidents should be reported to the Police.*

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Prejudice related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

HOMOPHOBIC & TRANSPHOBIC BULLYING

The school recognises its responsibility to educate and train our children in how negative and destructive homophobic and transphobic bullying can be, This is always addressed entirely age appropriately. The Headteacher runs age appropriate assemblies on aspects of the topic and we will develop and address it through our bullying elements in the PSHE curriculum. Staff have received training on Homophobic/Transphobic bullying from an external Notts trainers, leading to development of a teaching input to run with children as appropriate.

Homophobic bullying : using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay, transgendered and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

CYBER – BULLYING

The use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. This is dealt with as part of Anti – bullying assemblies/lessons, and in response to a particular issue within a specific class/year group as appropriate. It is led by the head teacher or class teacher; and parents are always informed once the facts of the nature of the cyber bullying have been established, and are regularly discussed with children & staff. Whilst most incidents of cyberbullying occur outside school we offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying. Parent workshops run by NCC are held regularly to support parents in their managing of safety and anti-bullying in the home. See also our E-safety & Acceptable use policy, Behaviour policy and specific resources for parents/carers on our school website www.jessegray.notts.sch.uk

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effect on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school: *'Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. In addition: The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.'*

See also DfE: "Preventing and tackling bullying : Advice for head teachers, staff and governing bodies" July 2017

Bullying can take place between:

- young people
- young people and staff
- between staff

- individuals or groups

Dealing with a Bullying Incident

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Our procedures are organised into three stages, and the related sanctions run parallel to our Behaviour Policy -

Stage One

When an incident of bullying is reported to -

- A class teacher...

The teacher will speak separately to all children involved, to establish the facts surrounding the incident. They will also speak to any adults who may have witnessed the incident or its circumstances.

- A member of the support staff (including office, teaching assistants, mid-day supervisors) In the first instance they will inform the relevant class teachers, who will then gather evidence eg witness statements as outlined above. If there is clear evidence of an incident occurring, even if accounts are different, the head teacher [& DHT in their absence] will be informed immediately. Lead teacher will then record incident on Notts prejudice related bullying report form [see appendix] which may be submitted to NCC in line with school policy. Headteacher [or DHT in their absence] will take a lead role in investigation & will assess whether parents are to be informed at this point in line with NCC/DfE guidance. All documentation is recorded in our school Behaviour Log.

This will include :

- Meet children involved [perpetrator/target/witnesses] separately.
- Speak to all adults involved
- Speak to the parents of children involved.

Stage Two

Should further incidents or repeated of bullying related behaviour occur, the head teacher will lead school response to tackling issues with both perpetrator/s and target/s.

- Incidents will be recorded on Notts prejudice related bullying report form [see appendix] and Notts guidance document will be used to determine how issues should be tackled.
- Agree with all parties on a practical, supportive way forward to achieve positive behaviour and explore why this incident occurred.

Furthermore, the Head teacher will review, with class teachers, the children's behaviour and may take any of the following steps,

- If PSHE (personal \social\health education) SMSC type activities are required these will be incorporated into the children's learning as appropriate. We have a variety of published materials that could be used, and have support groups in place that can be accessed as appropriate.
- If children are in the same class the management and organisation of the classroom will be reviewed to enable some 'space' to be put between children involved in a bullying incident.
- If more formalised approach including advice from outside agencies / SENCO

Stage Three

If bullying incidents are of the most serious nature , involving physical, verbal or emotional elements, the head teacher will use procedures as outlined in NCYPS ' Children's Behaviour in Schools' Guidelines [Section 7] and Notts Guidance for Schools: Bullying and Prejudice-Related Incidents 2015. This may include contacting the police.

"Take firm swift action in cases of violence and aggression – if immediate response required, arrange attendance by the police. Call your School's Police Liaison Officer or in an emergency dial 999"

Stage Three will involve all parents, as well as teachers/support colleagues as appropriate, and will be the responsibility of the Head teacher, [or Deputy Head teacher in her absence] and may lead to some form of exclusion or statutory action.

Reporting / Recording Bullying Incidents

All children, parents, bystanders and other stakeholders are encouraged to report incidents to school staff. This is very often class teachers or the head teacher, but all staff know their role in communicating about bullying In line with this policy and our Safeguarding Policy, DfE document Keeping Children Safe in Education 2016.

These are recorded in detail in our 'Behaviour Log' (stored in head teacher's office) The school uses Nottinghamshire's Guidance for Schools: Bullying and Prejudice-Related Incidents [Feb 15] and associated report form [see appendix]

Monitoring & Review including evaluating the policy

Our Anti-Bullying policy is reviewed annually by staff, SLT & Strategy Governors.

As part of the SMSC/PSHE framework aspects of staff development in anti bullying are led & managed by the head teacher, PSHE subject leader and lead behaviour teaching assistants.

As part of our self- evaluation of anti-bullying procedures we :

1. Review termly our Behaviour Log for trends which are addressed through cpd and training
2. seek views of pupil voice on how safe pupils feel, and this is built into Behaviour & Safety section of our School Improvement Plan.

In September 2016 OFSTED reported –

“The pupils take on the messages from lessons and assemblies about how to keep themselves safe. Those with whom I spoke talked responsibly about using the internet and text messages and other ways of staying safe outside school. The pupils raised few concerns about bullying, the use of racist or homophobic language, or misbehaviour generally. They made it clear that they thought such things were dealt with effectively on the rare occasions that they happened. As a result of your work, the pupils feel safe at the school. They enjoy being there, which is apparent not only from what those with whom I spoke said, but also from the ways in which they conduct themselves around the school and in lessons, from their responses to the inspection survey, and from the views of the parents who completed the Parent View survey.”

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Child Protection/Safeguarding Policy	Child protection, keeping children safe
Acceptable use policy	E-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship/SMSC	Strategies to prevent bullying

Useful organisations

- **Anti-bullying Alliance (ABA)** - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
- **Mencap** – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
[Stonewall – www.stonewall.org.uk](http://www.stonewall.org.uk)
[The lesbian, gay and bisexual charity](http://www.stonewall.org.uk)
- **Educational Action Challenging Homophobia (EACH)** – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
- **School's Out** – www.schools-out.org.uk
- **Beatbullying** – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
- **Childnet International** – www.childnet-int.org
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

'Behaviour and discipline in schools; A guide for head teachers and school staff' DfE, 2012.
Nottinghamshire's Guidance for Schools: Bullying and Prejudice-Related Incidents [Feb 15]

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue

www.education.gov.uk/publications

'Behaviour and discipline in schools; A guide for head teachers and school staff' DfE, 2012.

DfE: "Preventing and tackling bullying : Advice for head teachers, staff and governing bodies " July 2017

DfE: KCSiE September 2018

18/19 updated policy to be reviewed in Dec 18 by the Governing Body

APPENDIX



BULLYING/ PREJUDICE – BASED INCIDENT REPORT FORM

Retain a copy of this form and send the original to ecas@nottscc.gov.uk within 14 days of incident.

SCHOOL DETAILS: Jesse Gray Primary	
RUSHCLIFFE:	
TYPE OF REPORT: BULLYING/PREJUDICE-BASED INCIDENT (delete as appropriate)	
DATE OF INCIDENT:	REPORTED BY:

PERPETRATOR/S DETAILS	
NAME :	
YEAR GROUP:	
GENDER:	
ETHNIC ORIGIN:	
RELIGION:	
HOME LANGUAGE:	
HOME DISTRICT (POST CODE)	
REPEAT PERPETRATOR? YES/NO	

Have the parents/carers of both parties been informed? YES/NO

TARGET/S* DETAILS *Some incidents may not have a target	Is the target vulnerable or especially distressed? Is the target safe (Consider arrangements travelling To/From school)? Has the target experienced this prejudice- based incident/bullying before?
NAME:	
YEAR GROUP	
GENDER :	
ETHNIC ORIGIN :	
RELIGION :	
HOME LANAGUAGE:	
HOME DISTRICT (POST CODE):	
REPEAT TARGET? YES/NO	

Type of Bullying/Incident	Race/Ethnicity	Religion/Belief	Disability/SEND	Other (please specify)
	Gender	Gender Reassignment	Sexual Orientation	

Where did the incident/bullying take place?

Bus	Outside school premises	Toilets/changing rooms	Classroom	Other (please specify)
To or from school	School grounds	Dining Hall	Corridor	

PLEASE GIVE A DESCRIPTION OF THE BULLYING/INCIDENT REPORTED

WHAT ACTION HAS BEEN TAKEN TO SUPPORT THE TARGET?

Has the incident been reported to the police? YES/NO

TO SANCTION/EDUCATE THE PERPETRATOR?