



## Moorside Infant and Junior Schools

### Anti-Bullying Policy 2018

#### **Why do we need an Anti-Bullying Policy?**

Our school promotes a secure and happy environment free from threat, harassment and any type of bullying behaviour.

Bullying is: “any behaviour which is seen or believed by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is **usually persistent** and an abuse of power, **leaving the targeted individual feeling defenceless.**”

Children want to come to a school free from bullying. Appendix 1

#### **Bullying can be:**

- Calling names
- Taunting
- Physically hurting
- Taking, hiding or managing children’s belongings
- Telling lies about children or people they know
- Leaving the victim out of group activities
- Ignoring
- Making victims do things they don’t want to do.

As well as the general bullying described, there can be some very specific types that all children should be aware of. Bullying isn’t always so obvious, it can happen inside and outside of school and these days there are more ways to upset people than before. They include:

- Cyber bullying
- Homophobic bullying
- Biphobic bullying
- Transphobic bullying
- Sexual bullying
- Racist bullying
- Relational bullying

- Bullying children with special educational needs and disabilities
- Religious bullying

(See appendix 2 for more information about these types of bullying and what children need to be aware of.)

### **Our school aims:**

- To increase awareness and to encourage children to report concerns regarding bullying.
- To provide protection, support and reassurance for victims.
- To develop the self-confidence and self-esteem of all our children.
- To provide support for bullies and victims to reconcile and restore a positive relationship.
- To promote an anti-bullying ethos amongst the whole school community.

### **How do we deal with bullying in our school?**

1. Our school gives out a clear message that bullying is not accepted.
2. We promote a climate of cooperation and caring as part of our 'Be Kind' ethos, through our PHSCE activities, Solution Circles and Restorative Practice.
3. All adults are aware of procedures for dealing with bullying as set out in this policy.
4. All children are taught how to recognise and report bullying.
5. All adults are aware and alert for signs that a child may be being bullied.
6. All reports about bullying are taken seriously and acted upon quickly.
7. Children being bullied are given strategies on how to deal with their situation.
8. Bullies are supported to identify why their behaviour is unacceptable and what steps they need to take to improve it.
9. Parents and carers are contacted if their child is involved to help the restorative process.

### **Prejudiced based incidents and hate crimes**

The definitions of a prejudiced based incident and a hate crime are as follows:

A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics, which are age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, gender or sexual orientation

A Hate crime or prejudice based incident is any incident/crime that is motivated by hostility on the grounds of race, religion, sexual orientation, disability or transgender identity

There are three categories of hate crime in legislation:

- incitement to hatred offences on the grounds of race, religion or sexual orientation;
- specific racially and religiously motivated criminal offences (such as common assault); and
- provisions for enhanced sentencing where a crime is motivated by race, religion, sexual orientation, disability or transgender identity.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can include name calling, physical abuse or damage to property.

## **How do we deal with 'hate crime' in our school?**

In line with North Yorkshire's policy and procedures, we take every incident seriously.

The importance of preventing hate crime happening in the first place is recognised and the school is committed to challenging those attitudes that can lead to discrimination and divisions within our society.

- Prejudice based incidents and hate crimes are clearly identified as such and the frequency and nature of them is monitored within the school.
- All incidents and hate crimes are recorded in school and are reported to North Yorkshire County Council using the online reporting tool.
- Hate crimes are reported to the police.
- Preventative action is taken to reduce the likelihood of such incidents occurring, including addressing sensitive and controversial issues relating to prejudice, in the curriculum.
- All staff are confident in challenging the beliefs and attitudes that can lead to hate crime.
- The wider implications of such incidents for the school and local community are recognised

## **Who do children report bullying to in our school?**

Children can report either as a victim or a witness directly to any adult who will follow the procedures or they can write an anonymous comment and post it in the confidential worry box.

Adults include: victim's class teacher, bully's class teacher, Parent Support Advisor/ child wellbeing- mentor, teaching assistants, parent, carers, Headteacher, mid-day supervisors.

Parents and carers should contact their child's class teacher.

## **Procedures should all staff follow to address the concerns of children.**

- All adults will listen respectfully to children and ensure their worries are fed back to the child's class teacher.
- Children should be reassured that what they say will be treated in confidence.
- All staff should explore the validity of the claims through observations and by checking with other adults. Malicious allegations should be dealt with using the school's restorative process.
- Bullies should not be approached immediately where the victim feels that direct action against the bully would antagonise the situation.
- PHSCE time and solution circles should be used to explore the situation anonymously, through role play or discussion as soon after the disclosure as appropriate.
- All children should be encouraged to identify bullying behaviour in themselves and others and talk about how they can address this and restore better relationships and understanding.
- Where this does not bring about an improvement the following steps should be considered:
  1. Ask the victim to explain in detail what actions are taking place, by whom and when. Establish how long this has been going on and what, if anything has been done to improve the situation.
  2. Explore with the victim why they think they are being bullied – has anything happened in the past?

3. Meet with the bully and ask them to explain how they feel about themselves, who they like and who they don't. Ask them if there are children who might think they don't like them. Do they think there is anyone whose feelings are very hurt and sad as a result of their behaviour? Give them time and a chance to identify their own actions before sharing information from the victim.
4. Create a plan with the bully about how they can improve the relationship with their victim. Let them know that their parents/carers and their victim's parents/carers will be informed so that they can help and support the next actions.
5. Provide time to follow up with both parties to review and support progress.
6. All allegations of bullying will be reported to the Headteacher from the outset.

Where the situation is unresolved at the end of the above process, the Headteacher will be informed and further actions will be considered depending on the severity of the situation. This may result in the police being informed; the parent support advisor and or other agencies may become involved.

## Appendix 1

Children were asked what they would like including their anti-bullying policy:

### Anti-bullying Rap

Specky, specky these are the names I hear,  
Out of the corner of my eye comes a salty tear,  
Why bully me? I'm no different to any other,  
Sometimes I feel like crying to my mother,  
Sometimes I don't want to come to school,  
Too scared to face the bully, who thinks he's so cool.

A school without bullying would be great,  
No one would ever need to hate,  
I'd walk into school with a smile on my face,  
As all the bullies had disappeared into space,  
Everyone is being so nice,  
I hope the bully has paid his price!

I'd walk into classes  
As no bully passes,  
And at the end of the day,  
I'd run home to mum,  
And tell her how I've had so much fun!

Rebecca Pickard

### NO BULLYING ALLOWED

Friends are funny,  
Bullies steel money,  
Teachers makes them write a letter.  
That makes me feel better.

BE KIND

## Appendix 2

### Cyber bullying

This is when someone uses a mobile phone, email or the Internet to bully you.

Here are ways to help avoid this:

- Be careful who you give your phone number and email address to.
- Don't leave your mobile unattended.
- Never lend your mobile phone to anyone, If a friend or anyone else asks to borrow it then dial the number or text for them. If you don't do this they could use your phone to bully someone else and you could end up getting the blame.
- Be careful about the personal details you put on social networking sites such as Facebook. Always use the privacy settings. Remember, you must be over thirteen to join sites such as Facebook.

If you do experience this type of bullying, don't reply to abusive emails or texts but do keep them, as they can be used as evidence against the bully.

- Check your personal details on the Internet sites and remove any that could give away too much information.
- remove or block anyone you suspect of bullying from your friend lists.
- See [txtup](#) for advice on dealing with cyber bullying.

### Homophobic bullying

If someone calls you 'gay' or a 'lesbian' and bullies you in other ways, such as being violent towards you because either you are gay or they think you are, this is what is meant by homophobic bullying. It includes bullying you because they think members of your family are gay. It is a type of bullying which often goes on in secret because those targeted are scared to tell.

If you are being bullied in this way, it is important that you tell a teacher, your parents or a carer what is happening to you or someone else.

### Transphobic bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because: They are transgender, They are perceived to be transgender or because they do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports) They have transgender friends or family members or they may be perceived as being different.

### Relational/ Social bullying

This sort of bullying is often harder to recognise and is often carried out behind the back of the person who is being bullied. It can include: lying, fake rumors and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone online, cyberbullying, negative comments on posts and images, damaging someone's social reputation or social acceptance or using humiliating nicknames and continuing when asked to stop.

It isn't easy for someone going through this to accept when the line crossed from being a prank or banter to persistent bullying. By the time you realise it is bullying, it may feel harder to seek support.

## Sexual bullying

It is mainly girls who suffer from sexual bullying. Boys think it is alright to call girls names. Sometimes boys will touch girls where they don't want to be touched, or they will be rude about a girl's body and say things to make her feel embarrassed or ashamed. These are forms of sexual bullying.

There are times though, when girls use sexual bullying against other girls. The girl bully will make remarks about another girl's appearance. As with all bullying, a lot of lies will be made up about a person.

## Racist bullying

If people treat you differently or unfairly because of your race, colour, faith, culture or country of origin, this is called racist bullying. It is illegal to treat someone in this way. Any incident has to be reported to the Department for Education.

## Bullying children with special educational needs and disabilities.

If you have special needs or a disability, these means you may need help with work in school or have difficulty expressing clearly to adults who don't know you that others are hurting or being unkind to you. For example you may have a sight or hearing difficulty that other children make fun of.

## Religious bullying

This is a type of racist bullying, but is specifically about the religion you are a part of.

Through our Christian ethos and religious education curriculum we:

- Develop awareness of the different religious groups within the community.
- Adopt a viewpoint that affirms the value of other religions.
- Create opportunities to explore different religious traditions in the historical, cultural and contemporary contexts.
- Accommodate the diversity of spiritual needs and practices of our children.

Date	Review Date:	Coordinator	Nominated Governor	
14 May 2018	May 2021	Mrs C. Rowett	Mrs S Burley	
Headteacher:		Mrs L White	Date:	14 May 2018
Person responsible:		Mrs C. Rowett	Date:	14 May 2018