



# Folville Junior School

## Anti-Bullying and Prejudiced Based Incident and Hate Policy

<b>DATE APPROVED: Draft Nov 2024</b>	<b>SIGNATURE CHAIR OF GOVERNORS:</b>  <b>This policy is currently draft following change in leadership and is awaiting governor approval.</b>
<b>FREQUENCY OF REVIEW: Three Years</b>	
<b>DATE OF NEXT REVIEW: November 2027</b>	

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2019 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. Folville Junior School School has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

### **Policy objectives**

This policy outlines what Folville Junior School will do to prevent and tackle all forms of bullying or prejudiced based incidents

The policy has been adopted with the involvement of the whole school community. Folville Junior School is committed to developing a culture of respect and tolerance where bullying or unwanted behaviour towards adults, children or young people is not tolerated in any form.

This policy's aim relates directly to the school's values and to the Equality and Behaviour policies and should be read in conjunction with these.

Whilst this policy deals with bullying and prejudiced incidents between children, at Folville Junior School, we will not tolerate bullying of any member of staff or governor by any member of the school community, and this will be dealt with in line with Local Authority guidance. Bullying or prejudiced-based incidents of parents/carers by other parents/carers should be reported to the police.

### **Definition of bullying, prejudiced based incidents or hate incident**

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours or any other behaviour which is intended to cause emotional or physical harm over an extended period.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. Including sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

The school recognises bullying as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

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 incident or crime is any incident that is motivated by hostility on the grounds of race, religion, sexual orientation, disability, or transgender identity.

### **Forms and types of bullying:**

Bullying can happen to anyone. This policy covers all types and forms of bullying and including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith, and belief and for those without faith
- Bullying related to ethnicity, nationality, or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobia bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Initiation and hazing
- Peer on Peer sexual harassment or abuse

### **Prejudiced or hate incidents or crimes:**

Prejudiced based or hate 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. Incidents may include but are not limited to:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic, biphobia and transphobic language
- comments /abuse etc. being made online
- hate graffiti (e.g. on school furniture, walls, or books)

- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist, banned or prohibited organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments during discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other people pupils to organisations and groups that sanction violence, terrorism, or hatred.

### **School Ethos**

Folville Junior School recognises that all forms of bullying, prejudiced or hate incidents, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning/attendance and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### **Preventing Bullying or Hate**

Through the PSHE curriculum, school ethos, and values, children understand they are responsible for their own behaviour and that we are all equal.

We work to prevent bullying and prejudice or hate through:

- Creating an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying and prejudice can be perpetrated or experienced by any member of the community, including adults and between children (child-on-child abuse).
- Recognises the potential for children with SEN (Special Educational Needs) and disabilities to be disproportionately impacted by bullying or prejudice and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying or prejudice, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance-related difference.
- Challenge practice and language (including 'banter') which is not respectful.
- Encourage children to use technology, especially mobile phones, and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns, including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people. Encourage children to share concerns with one of their 'three safe people'.
- Celebrate success and achievements to promote and build a positive school ethos.

## **Education and Training**

Folville Junior School will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, pupil voice, etc.
- Collaborate with other local educational settings as appropriate and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week and the PSHE (Personal, Social, Health & Economic) curriculum.
- Provide opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem throughout the curriculum.
- Endeavour to empower children to respond to unkind behaviour in a variety of ways:
  - Ask the person who is being unkind to leave you alone whilst you have friends close by.
  - Try not to fight back or retaliate.
  - Tell an adult in school or one of your three safe people.
  - Let your parents know.
  - If behaviour continues and you feel it could be bullying, ensure that you tell an adult.
  - If you see someone being bullied in the playground report this to an adult.

## **Responding to Allegations of Bullying or Hate**

All staff must be alert to the signs of bullying and act promptly, sensitively, and effectively against it in accordance with this school policy. Parents should also be aware of the signs and symptoms of bullying listed in Appendix 1.

A child may indicate by signs or behaviour that he or she is being bullied. When a child shows several of these behaviours, it does not automatically mean that they are being bullied, as there are other reasons that children can behave in these ways. However, staff and parents should be mindful of these signs and work in partnership to discover the causes.

All allegations of bullying will be investigated thoroughly. If bullying does occur, all pupils should be able to know that incidents will be dealt with promptly and effectively.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- Report bullying incidents to a member of staff.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person who is alleged to be bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The staff member who has been approached will promptly investigate the reports sensitively and effectively by talking to those involved and any witnesses. All alleged bullying will be discussed with an SLT, and staff will complete an 'Incident of bullying' form to be filed in the head teacher's office. A decision will then be made as to how to deal with the bullying appropriately, as outlined

below.

- Where any investigation has confirmed that bullying has taken place, parents of the child who has bullied and the child who has been bullied will be informed as soon as possible and where appropriate will be asked to come into a meeting with SLT to discuss the problem.
- Relevant staff will be kept informed and if the bullying persists, they will record this and inform the head teacher, who will record, and appropriate further action will be taken.
- All reports of bullying will be recorded on the Incidents of bullying form and given to the Head Teacher.
- All incidents of prejudice or hate should be recorded on the racist or hate incident form and given to the Head Teacher
- On a termly basis, the school reports the number of incidents of bullying to the governing body.

## **Outcomes**

Responses to bullying may vary as each case must be taken on its merits and with the age, nature of the bullying and needs of the individual children in mind.

- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- Apologising to the victim– (written or verbally as appropriate)
- Apologising to the parents of the child victim – (written or verbally as appropriate)
- Having a Behaviour log, and /or yellow or blue card as determined by SLT
- Staying in at lunchtime/break time (for a specified amount of time)
- Exclusion at lunchtime
- Fixed term or permanent exclusions for repeated concerns in line with the guidance for exclusions from the DFE.

## **Support**

Pupils who have been the victim of bullying or prejudice will be supported as appropriate by:

- Having a prompt opportunity to discuss the incident(s) with an appropriate member of staff (Usually the class teacher or SLT)
- Being reassured that school will do what it can to keep them safe
- Raising their self-esteem and confidence
- Being encouraged to report further issues in a way that they are comfortable with
- Meeting with parents and class teacher to discuss ways of helping them to deal with bullying
- Arranging a review date/time to discuss outcomes and appropriate follow-up

### **Victims will be supported as appropriate by:**

- Having a prompt opportunity to discuss the incident(s) with an appropriate member of staff where they will: establish which behaviour was inappropriate and why the child acted in this way and establish clearly what behaviour needs to change, and how the school can support this change and how school will deal with repeated bullying behaviour (linked to Behaviour Policy)
- Informing parents/carers of agreed actions and establishing how they can support
- Arranging a review date/time to discuss outcomes and appropriate follow-up.
- If bullying or prejudice-based incidents persist further sanctions will be taken as outlined above and in accordance with the School Behaviour policy.

### **Child on Child Abuse**

Folville Junior School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We support all pupils to feel confident to bring forward any concerns and take positive action to create a culture of support. We work to ensure all pupils, and in particular girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds have a safe space to talk to a trusted adult about their concerns.

In cases where child-on-child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth-produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Any incidents of child-on-child abuse will be dealt with seriously by the Designated Safeguarding Lead or their deputy in-line with the Safeguarding Partnership Guidance in responding to child-on-child abuse. Further measures will be considered by the Head Teacher as appropriate sanctions dependent on the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, child protection policy and online safety policy.

## **Responsibilities**

### **All Staff**

To follow the agreed procedures set out above (principally to take seriously and investigate promptly, thoroughly, sensitively, and effectively any bullying that is suspected or reported).

### **Parents**

- Parents can help the school by:
- Being aware of the aims of this policy.
- Encouraging their child never to take part in any sort of bullying behaviour.
- Understanding that no bullying behaviour will be tolerated.
- Reporting any suspected bullying to a member of staff, rather than confronting parents and children directly.
- Cooperating fully with the school to resolve any bullying problems.
- Being highly vigilant about bullying using mobile phones, social networks, and the internet.

Parents are expected to actively support the policy by signing the home-school agreement and promoting behaviour that is in accordance with this policy and our school behaviour policy.

### **Children**

Children are expected to report to an adult if they witness any bullying or if they are being bullied.

### **Monitoring and review**

This policy and its effectiveness are monitored regularly by the SLT in the following ways:

- Learning walks for behaviour
- Behaviour logs/report card records
- Complaints to Head/Governors related to bullying
- Analysis of records of bullying completed by staff

This information is then used by staff to further improve how school deals with bullying and is reported to governors at their request.

## Appendix 1

Behaviours that indicate children may be victims of bullying:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm, suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins not to do as well in school work
- 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
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received