



**Hatherley**  
INFANT SCHOOL

# Anti Bullying and Hate Policy

Agreed: November 2020  
Review Date: November 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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## Context

At Hatherley Infant School we are committed to providing a caring, friendly and safe environment so that everyone can learn in a relaxed and secure atmosphere. We treat everyone with respect and consideration. Bullying of any kind is unacceptable. If bullying does occur, all pupils are aware that they can tell an adult and know that incidents will be dealt with promptly and effectively.

## What is bullying?

Bullying is behaviour by an individual or group, which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is repeated over time and is a form of peer on peer abuse (Keeping Children Safe in Education 2020). Bullying makes those being bullied feel powerless to defend themselves.

Bullying can take many forms but the main types are:

- Physical-hitting, kicking, taking other's belongings
- Verbal-name calling, insulting, making offensive remarks
- Indirect/emotional-spreading nasty stories about someone, exclusion from social groups, being the subject of malicious rumours
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse. Mobile threats by text messaging and calls).
- Misuse of associated technology i.e. camera and video facilities including those on mobile phones.
- Peer on peer.

## Additional information on bullying can be found on the Gov.uk website

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Hatherley will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have Special Educational Needs or Disabilities

This policy should be read in conjunction with our [Safeguarding](#) Policy.

## What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied.

Parents, Guardians and Teachers and anyone working with the children in our school, should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damages or 'missing'
- Has unexplained cuts or bruise/s
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Gives improbable excuses for their own behaviour

## What causes bullying?

People bully for different reasons. The reasons could be:

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something e.g. attention, possession or friends
- To look good in front of other people
- To feel popular
- Because of peer pressure
- For fun or because they are being bullied themselves
- Because they see and pick on an easy target e.g. small, won't tell anyone, lonely or different in some way.

## How can we prevent bullying?

All the staff at Hatherley Infant School foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective practice so that the school is a safe and happy environment, where the attitudes, behaviour, and relationships amongst the children have a positive impact on their learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Ensure children feel listened to and that appropriate action is taken.
- Providing a school curriculum, which develops empathy and emotional intelligence. PSHE lessons are taught using the Pink Curriculum as well as assemblies, events and projects.
- Working with Play Leaders to develop and improve social skills.
- Any incidents are treated seriously and dealt with immediately.

## Why is it important to respond to bullying?

**Bullying hurts!** Bullying is damaging on many levels e.g. physical, social, emotional and mental health.

Everybody has the right to be treated with respect and consideration.

Everybody has the right to feel happy and safe.

No one deserves to be a victim of bullying.

Bullies need to learn different ways of behaving.

## Objectives of this policy

- All governors, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is and the signs to look out for. See Appendix 1 for signs of bullying.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All parents, carers and pupils should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Parents, carers and pupils should be assured that they will be supported when bullying is reported.
- **Bullying will not be tolerated.**

Whole school strategies to minimise/prevent bullying:

- Regular whole school, teacher and class discussions e.g. circle times, assemblies, dealing with friendships, playground issues & cyber bullying if appropriate.
- A school Behaviour Policy, with clear expectations about behaviour.
- Procedures for break and lunchtime supervision in toilets, playground and other communal areas.
- A set of guidelines for dealing with incidents of bullying.

## Procedures for instances involving bullying

If bullying involving children has been reported or discovered the following procedures will be followed:

### Step 1

Pupil will report any incidents to the class teacher, play leader or other adults in school immediately. Any incidents of bullying will be passed on to the Pastoral Team Member or an appropriate member of the SLT.

**Or**

Pupil can voice his/her concerns and worries through the use of the class 'worry box'. Teachers will check the box and address issues raised.

*Each year group is led by a particular member of the SLT.* If the bullying occurs at lunchtime, play leaders should record the incident and pass it on to the Pastoral Team Member or the Assistant Head Teacher.

**Or**

In some cases, parents will report directly to the child's class teacher, Year group lead or Head Teacher to voice their concerns.

### Step 2

The pupil and other parties will meet with the Pastoral Team Member or Assistant Head Teacher to discuss the facts and suggestions for a way to move forward. The Pastoral Team Member and Assistant Head Teacher will also work with the pupil/pupils in an attempt to change their behaviour. The teacher and other adults will monitor the situation for a short period of time. At the end of the school day, the teacher will feedback to the parent/carer any relevant information regarding their child and the current situation.

### Step 3

If the situation continues the Executive Head Teacher or Operational Head Teacher will inform the parents and arrange a meeting with them and all of the parties involved. Agreed actions and strategies will be discussed and the situation will be reviewed after an agreed period (no longer than a few days). The pupil/pupils will continue to be supported by the Pastoral Team Member or the Assistant Head teacher in improving their behaviour.

### Step 4

If the situation is still unresolved, the school will approach external agencies for help and advice and possibly work with the pupil/pupils involved. The Chair of Governors will be informed that the school has contacted the Local Authority for support.

### Step 5

If further intervention is needed the Head Teacher and Chair of Governors will inform and seek advice from the Local Authority Head of Inclusion Services.

Incidents and conversations with pupils and parents/carers will be logged on CPOMs (Child Protection Online Systems).

## Support for pupils who are bullied

Support and reassurance will be provided to pupils who are bullied. They will be reassured that they do not deserve to be bullied and this is not their fault. We will reaffirm that they were right to report the incident and we will encourage them to talk about their feelings.

- We will try to ascertain the extend of the problem
- We will engage them in making choices about how the matter may be resolved
- We will try to ensure that they feel safe
- We will discuss strategies for being safe and staying safe
- We will ask them to report immediately any further incident
- We will continue to affirm that bullying can be stopped and that our school will persist with intervention until it does
- We will involve their friends/older pupils in peer support/peer mediators

We may then adopt strategies from the following list as appropriate:

- We will speak with the pupil or pupils involved in bullying separately. The bully or bullies will be asked to genuinely apologise
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying using Restorative Practice approaches
- We will reinforce the message that bullying is not acceptable and that we expect it to stop
- We will seek a commitment to the end
- We will affirm that it is right for pupils to let us know when they are being bullied
- We will consider sanctions under our school's Behaviour Policy
- We will advise pupils responsible for bullying that we will be checking to ensure that the bullying stops
- We will ensure that those involved know what we have done so far
- We will contact the parents of the pupils involved at an early stage
- We will keep records on CPOMs of incidents to check that the bullying has not started again
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves may need.

Our policy will be used flexibly and in an appropriate ways to each incident. This will under the discretion of the adults involved.

### **Bullying outside of school premises**

We are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done from our own school, by pupils from other schools or by people who are not in school at all.

Where a pupil or parents informs us of bullying off the school premises we will:

- Talk to the pupils about how to avoid or handle bullying outside school
- Talk to the Head Teacher of any school whose pupils are bullying
- Talk to the police where this is deemed necessary.

### **Hate Crime**

There is no legal definition of a hate crime. However, the police and CPS have an agreed definition of hate crime as:

“any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender”

There is a distinction between a hate crime and a hate incident.

“A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender”

Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- Verbal abuse/harassment
- Bullying or intimidation
- Physical attacks
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- On-line abuse
- Displaying or circulating discriminatory literature or posters
- Graffiti

- Arson
- Throwing rubbish in a garden; and
- Malicious complaints.

## The Role of Parents and Carers

**If a parent or carer suspects that their child is being bullied they should:**

- Talk to the child and try to find out as much information as possible about the problem
- Inform the school immediately
- Contact the school and make an appointment to talk to the child's class teacher, the family support worker or the head teacher
- We will contact them quickly to discuss the problem and design a plan of action to address the issue

Parents should be encouraged to:

- Look for unusual behaviour. For example, their child may suddenly not wish to attend school, may fall ill regularly, or may not complete work to his/her normal standard or be unnecessary tearful.
- Advise the child not to fight back
- Reassure your child that there is nothing wrong with him/her
- Make sure they and their child are aware of the Anti-Bullying and Hate Policy
- Do not get involved personally with other parents.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. See Appendix 2 for a breakdown of actions.

## The Role of the Pupil

**If a child feels that they are being bullied or treated unfairly they should:**

- **Tell an adult immediately** – this might be a teacher, teaching assistant, play leader or other adult
- If the problem continues, **talk to their class teacher and an adult at home**
- If a solution is still not found, **tell the Executive Head Teacher or Operational Head Teacher**

## The Role of Staff

All staff should:

- Record all incidents of bullying or any form of hate crime on CPOMs and notify one of the Designated Safeguarding Leads
- Deal quickly, firmly and fairly with complaints.
- Encourage pupils and staff to form positive attitudes towards others
- Ensure that bullies are counselled and/or sanctioned appropriately
- Ensure that victims of bullying are given help, advice and support by appropriate staff or outside agencies
- Ensure that all staff, teaching and educational support staff, are given appropriate information and training where necessary, in respect of the Anti-Bullying and Hate Crime Policy
- Ensure that the school uses any opportunity to discuss aspects of bullying and hate crime the appropriate way to behave towards each other e.g. computing curriculum with regards to cyber bullying, Pink curriculum.
- Talk to the suspected victim, the suspected bully and any witnesses.

See Appendix 2 for a breakdown of actions.

## Monitoring and Review

This policy will be monitored and reviewed annually and in line with the Behaviour Policy.

All adults in school are responsible for following this policy. It is the responsibility of the Executive Head Teacher and Operational Head Teacher to implement this policy consistently and fairly and to report to the governing body on its effectiveness. It is the responsibility of the governing body to monitor and review the effectiveness of this policy.

**Linked Policies**

▪ Acceptable Use	▪ Early Help Offer
▪ Anti-bullying and hate	▪ Health and Safety
▪ Attendance	▪ Relationships and Sex Education
▪ Behaviour	▪ SEND
▪ Complaints Procedure	▪ Safeguarding and Child Protection
▪ Confidentiality	▪ Safer Recruitment and Induction
▪ Curriculum	▪ Staff code of Conduct
▪ E-Safety (online safety)	▪ Whistleblowing

A child may indicate he/she is being bullied by the following:

- Be reluctant to come to school
- Frequently say he/she is not well
- Be tearful and offer no explanation
- Appear unhappy generally
- Say he/she has no friends
- Have unexplained marks following break or lunch times
- Have torn/marked clothes

### **Our approach**

- Encourage the child who has been bullied to tell the adult what has happened and also to describe how he/she felt.
- Draw together the children who have been involved – the child/ren that have allegedly carried out the bullying and any onlookers.
- Explain that there is a problem for the child and tell the children what has happened and describe the feelings of the bullied child.
- Make it clear to the other children that they can do something about it.
- Ask each person in the group to suggest a way they might personally help. Recapitulate the ideas – ask the bullied child if the suggestions are acceptable.
- Let the children carry out their suggestions.
- Meet the group again in about one week's time to find out how things are going.
- Convey your belief throughout the process that they are capable of kind behaviour and will act in such a manner.

### **Actions staff can take**

- Always take bullying seriously.
- Talk regularly and frequently with pupils about bullying and what action they can take if they encounter it.
- Encourage pupils to tell an adult if they are being bullied or if they know someone else is being bullied.
- Be vigilant for signs of bullying. Always investigate if you suspect a child may be being bullied, or refer concerns to class teacher and Head teacher.
- Be prepared to respond quickly and appropriately when you think that someone is being bullied.
- When investigating a bullying situation, remember that bullying is usually carefully hidden and difficult to detect. It can be hard to establish facts. A problem solving approach, which avoids blaming, can be more effective in clarifying the situation and achieving change. (appendix 1)
- Take action if you know bullying is occurring. Involve parents at an early stage. Follow up to ensure the bullying has not resumed.

### **Actions parents can take** (for children who are bullied or are bullies)

- Find out about the school anti-bullying policy.
- Talk to your child about school regularly.
- Listen carefully to what your child tells you.
- Be alert to changes in mood or behaviour related to school.
- Stay calm even if you are concerned.
- Make an appointment with school to discuss any concerns as soon as possible.
- Give school time to address the concerns.
- Reassure your child.