



## Paternoster School Anti-Bullying and Hate Crime Policy

*Bullying hurts. No one should be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.*

### Our Aims

The Paternoster School Anti-Bullying and Hate Crime Policy outlines what our school community will do to prevent and tackle bullying. We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with quickly and effectively. We are a 'telling' school, meaning that anyone who knows that bullying is happening is expected to tell staff. Pupils and parents should be assured that they will be supported when bullying is reported.

### What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional** – being unfriendly, excluding (e.g. telling other children not to play with someone), tormenting (e.g. hiding books or making threatening gestures)
- Physical** – pushing, kicking, hitting, punching or any use of violence
- Racist** – racial taunts, graffiti, gestures, other bullying behaviour focussed on issues of race
- Sexual** – unwanted physical contact or sexually abusive comments
- Homophobic** – bullying behaviour focussed on sexuality, lesbian, gay, bi-sexual and transgender (LGBT) issues
- Heritage** – bullying behaviour focussed on customs and culture, including Gypsy, Roma and Traveller communities
- Verbal** – name-calling, insulting others, spreading rumours, teasing, intimidation
- Cyber** – bullying via any area of the internet such as email and internet chat room misuse or misuse of social media such as Facebook
  - threats via text messaging or phone calls
  - misuse of associated technology i.e. camera or video
- Disability** – bullying behaviour focused on disability
- Mental Ill Health** – bullying behaviour using terms related to a person's mental state
- Religion** – spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference
- Alternative Sub Culture** - bullying behaviour focussed on a type of culture that exists outside or on the fringes of mainstream or popular culture, usually under the domain of one or more subcultures

## Definition of Hate Crime

Hate crime is defined as “any targeted victimisation of those who are considered different”. The recorded strands of hate crime are:

- Disability
- Gender
- Race
- Religion
- Sexuality
- Age
- Alternative subcultures
- Homeless
- Sex workers

The goal of the Hate crime policy is to 'Make the invisible, visible'. This means identifying the potential for Hate crimes within school and promoting positive relationships linked to British Values of tolerance and personal liberty.

## Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy on bullying is and should follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying happens.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs that a child may be being bullied

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school (or becomes school phobic)
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries him or herself to sleep at night or has nightmares
- feels ill in the morning
- begins to do badly in their schoolwork
- comes home with clothes or other possessions damaged
- has possessions that are damaged or go missing
- has unexplained cuts or bruises
- becomes uncharacteristically aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- is afraid to use the internet or a mobile phone

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

### **Signs that a child may be bullying**

If your child is involved in bullying other children they may:

- blame others for the problems they are having
- become increasingly aggressive, using physical strength to intimidate others
- have a desire to always be in control
- have unexplained money or new belongings
- get into physical or verbal fights

### **Prevention**

The school makes every effort to prevent bullying behaviour. As and when appropriate, techniques may include:

- writing a set of class and school rules
- signing a behaviour contract or a home-school agreement
- discussion of bullying behaviour in circle time, assemblies and Sulp (Social Use of Language) sessions
- buddy system
- School Council discussion and action
- making children and young people aware of bullying behaviours and ways to stop it
- promoting understanding of same sex families, traveller families, and appropriate language to use in discussing various groups
- completion of blocked units of work in PSHE sessions, through the use of the Safeguarding Pink Curriculum, relating to emotional development, codes of conduct, social interaction and discrimination and diversity

### **What we will do about bullying**

1. Children will be made aware of the importance of getting help for themselves or others who are the victims of bullying.
2. Incidents will be reported to staff and recorded on a bullying recording form.
3. In serious cases, parents will be informed and will be asked to come into a meeting to discuss the problem.
4. In serious cases, suspension or even exclusion will be considered and if necessary and appropriate, the police will be consulted.
5. Bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully or bullies change their behaviour.
7. After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

When bullying has been observed or reported then the following steps, taken from the 'No Blame Approach to Bullying', developed by George Robinson and Barbara Maines, will be taken.

### Step 1 – Talk with the victim

A facilitator will talk to the victim to establish the impact that the bullying has had on them. It is not designed to gather 'facts' about who said or did what to who. The victim will be encouraged to suggest the names of people to form a group who should help solve the problem. These will include those involved, colluders and perhaps friends of the victim. The victim is also asked to produce a piece of writing or a picture to express how the bullying is affecting them.

### Step 2 – Convene a meeting of the group

The facilitator gathers the group together ensuring that there is a balance between helpful and reliable students and those whose behaviour has been causing a problem.

### Step 3 – Explain the problem

The facilitator explains that there is a problem and that 'child's name' is experiencing certain difficulties. Without discussing specific incidents or accusations, the facilitator explains how 'child's name' is feeling using the piece of writing or the picture from the victim to illustrate this.

### Step 4 – Share responsibility

The facilitator points out that no one is going to be punished and that the group has been convened to help solve the problem because there is a shared responsibility for the happiness of 'child's name'.

### Step 5 – Ask for ideas

The facilitator asks the group to suggest ways that they may be able to alleviate the suffering felt by the victim. Members of the group are encouraged to use 'I' language (I will sit next to her in lessons, I will play with her etc.) so that they take ownership of the solutions. These ideas are not imposed on the group by the facilitator.

### Step 6 – Leave it up to them

The facilitator ends the meeting by passing responsibility for the problem over to the group, thanks them for their support and arranges a meeting to see how things are going.

### Step 7 – Meet them again

The facilitator meets each of the group individually a week later to see how things are going.

## Useful links

[www.bullying.co.uk](http://www.bullying.co.uk) (part of Family Lives)

Helpline 0808 8002222

Email help and live chat support also offered

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline 0800 1111

[www.beatbullying.org](http://www.beatbullying.org) (includes live chat)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

Anti-bullying helpline for parents 08451 205204

<https://www.nspcc.org.uk>

[rebecca.richardson@victimsupport.org.uk](mailto:rebecca.richardson@victimsupport.org.uk)

Rebecca Richardson: County Hate Crime Coordinator

This policy links with the following school policies:

Safeguarding

SEN

PSHE

Behaviour

Physical intervention

Equalities

Attendance

Online Safeguarding

Acceptable Usage

Complaints

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