



Part of The **co-operative**
primary academy of Leeds

Anti-Bullying Policy and Hate Incidents / Crimes Policy

2017

Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does occur, all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively

Racist, sexist or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules. No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances.

Co-operative Values

Woodlands Primary Academy is part of The Co-operative Academies Trust (CAT). The CAT values and respects individuals' differences. These differences include, but are not limited to gender, pregnancy and maternity, ethnicity, culture, age, disability, sexual orientation, gender identity, religion or belief, marital and civil partnership status, education, learning styles and those with a caring responsibility.

The CAT does not tolerate any form of harassment, bullying or discrimination and values variety and individual differences, and aims to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

Our values are, self-help, self-responsibility, democracy, equality, equity, solidarity, openness, honesty, social responsibility, caring for others. In school, these manifest themselves through our R.E.S.P.E.C.T behaviours which are the behaviours we expect from one another which are responsibility, engagement, success, pride, enjoyment, care and team work.

We have high expectations of our children and empower them to take responsibility for their own behaviour and the behaviour of others, to engage positively in school life, to aim to be successful in all they do, and to take pride in their achievements, behaviours and attitudes, enjoy themselves, take care of themselves and others.

WHY IS THIS POLICY NECESSARY?

- Bullying, hate and prejudice incidents are major concerns that affect everyone and can have extreme consequences.
- Bullying, hate and prejudice incidents are not an inevitable part of school life nor a necessary part of growing up, and they rarely sort themselves out without support.
- The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being subject to bullying, hate or prejudice.
- It is important to recognise that occurrences of bullying, prejudice based and hate incidents can have a detrimental effect on the achievement and wellbeing of the whole school community and only when these issues are addressed will a child best be able to benefit from the opportunities available at the school.
- It is therefore important to ensure this policy compliments our Positive Behaviour Policy in demonstrating the school's care for its pupils and its commitment to eliminating bullying, discrimination, harassment and victimisation, as per the Equality Act 2010

WHAT IS 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” (Preventing and Tackling Bullying – DFE 2017)

Bullying can occur through several types of behaviour, for example:

- **PHYSICAL** - A child can be physically hurt by another child
- **VERBAL** - Verbal abuse can take the form of name calling, insulting remarks, teasing, comments or jokes and may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- **INDIRECT** - A child can be bullied simply by being excluded from discussions/activities, being ignored, having rumours spread about them, etc.
- **MATERIAL** - Pupils may have their property damaged or stolen or have offensive graffiti produced about them.
- **CYBER** – Technology and Social Media can be used to abuse or bully pupils.

Specific Types of Bullying

Cyber-bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, and can reach a potentially bigger audience.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, it will be given to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyber bullying staff will;

- Ensure the whole Academy community understand and talk about cyber bullying
- Ensure all policies and practices including Acceptable Use Policies are shared with all staff, students and parents/carers
- Make reporting cyber bullying easier by providing and publicising different ways of reporting it
- Promoting the positive use of technology including e-safety and digital literacy
- Evaluate the impact of preventative initiatives by using surveys etc. to collect feedback
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Homophobic bullying - Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) people and can be experienced by;

- Young people who are or who are thought to be LGBT
- Young people who are different in some way and who may not act like others
- Young people who have LGBT friends or family or their parents/carers are gay
- Teachers and staff members who may or may not be LGBT

Staff will challenge casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying is behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments, including 'sexting' sexual bullying via a mobile device or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls although gender based violence primarily affect more women and girls. An example of gender based violence can included girls being sexually touched/assaulted or boys being subject to initiation/hazing violence. Peer on peer abuse should never be passed off as 'banter' or 'part of growing up' but should be taken seriously as abuse is

abuse and should never be tolerated. The Academy will follow the safeguarding procedures in place to prevent the abuse of children.

Transphobic bullying - Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, the Academy will be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Bullying by text message and mobile phones including 'sexting' -

- Students will be warned about the need for care when giving out their mobile phone number and personal details
- A record will be kept of the date and time of any offensive messages
- Students will be encouraged to show the messages to a member of Academy staff
- Students who report bullying by text message will be taken seriously
- The student's family may need to contact the police if the cyber bullying is serious and if a potential criminal offence has been committed
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident
- Malicious e-mails will be dealt with in the same manner
- Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner

Bullying around Race, Religion or Culture - We recognise our Academy needs to be a tolerant and diverse community where racism and bullying has no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.

We also know that racist bullying is an aspect of bullying that schools and academies find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism. The Academy has a duty at law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, is one way in which we can fulfil that duty, and one aspect of the Academy's Race Equality Policy.

Bullying Outside School Premises - Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incident occurring off the school premises, such as on school or public transport, outside the local shops, or in a town centre. Where bullying outside school is reported to school staff, it will be investigated and acted on.

RAISING AWARENESS WITH PUPILS

It is important that pupils appreciate that bullying is detrimental to their safety and happiness and may have an adverse effect on academic achievement. Therefore awareness of bullying, prejudice and hate incidents/crimes is raised in as many ways as possible. The school does this through:

- Personal, Social and Health Education (PSHE) - the programme ensures that students are aware that this behaviour is morally and socially unacceptable and will not be tolerated.
- PSHE lessons and the whole curriculum continuously address the impact of bullying, hate incidents, prejudice, discrimination and peer pressure on pupils' wellbeing.

- Pupils discuss Co-operative values and beliefs and are encouraged to develop personal and moral values and beliefs through this including exploring, debating and discussing prejudice, discrimination and equality.
- Class teachers and pastoral staff are encouraged to discuss bullying, prejudice and hate incidents as and when appropriate.
- The topic of bullying, hate incidents/crimes, prejudice and discrimination may arise in any lesson and staff are expected to discuss the topic in a sensitive and professional manner.
- Assemblies are periodically used as a vehicle for raising awareness, using relevant examples. Examples of this have included assemblies from the Police and Inter-faith groups.
- Circle Time is used to increase understanding for victims and to help build an anti-bullying ethos.
- Circle of Friends is used to consolidate work and offer support where areas for extra support has been identified.
- Posters and literature regarding bullying, prejudice and hate incidents are displayed in every classroom and around school.
- Bullying is a regular item on the agenda of the School Council.

PROCEDURES FOR DEALING WITH INCIDENTS

- All incidents must be treated seriously by all staff and referred to the Behaviour Support Manager as soon as possible. Both 'victim' and the 'bully' must be made aware that the school views any instance of bullying very seriously.
- Written statements will be taken from all pupils involved.
- The victim and the bully will both be supported as necessary
- Every effort must be made to resolve the situation immediately. Where appropriate, 'victim' and 'bully' should be brought together to discuss the incident.
- The Behaviour Support Manager apply sanctions in line with the Positive Behaviour Management Policy. More serious or persistent cases will necessitate the involvement of the Head of School. Parents of both the victim and bully will be informed. Sanctions will be clear, consistent and appropriate to the seriousness of the incident. Incidents could result in permanent exclusion for the perpetrator in the most serious and persistent cases, particularly where threatening or violent behaviour is involved
- Follow up procedures will ensure the bullying has not resumed.
- All bullying and hate incidents will be reported anonymously to Leeds City Council within 5 working days of the incident.
- The Behaviour Support Manager or a member of SLT will inform the parent/carer of both the victim and perpetrator following a report of bullying.
- The Behaviour Support Manager will keep accurate records of bullying incidents and will share these with SLT.
- The Governing Body support SLT in all attempts to eliminate bullying from the school. They monitor incidences of bullying and the effectiveness of this policy in addressing bullying.
- Parents/carers should support the school's anti-bullying policy.

PUPIL SUPPORT

- Once the incident has been dealt with, it is important that there are no further problems.
- The victim must be able to alert the class teacher/ Behaviour Support Manager of any repercussions and strategies should be put into place to allow this to happen.
- Similarly, the bully must be supported so that no further incidents occur.

Pupil Rights

As a member of the academy, you have the right:

- To live your life in peace and safety
- To be an individual and be proud of being different
- Not to be bullied
- To say 'no' firmly to any behaviour you think is wrong
- To protect yourself by ignoring others or by walking away
- To tell a member of staff if someone is making you unhappy

Pupil Responsibilities

- As a member of the academy, the school expects you:
- Not to put up with any form of bullying
- To work with others to stop bullying
- To inform a member of staff of any form of bullying
- Not to be afraid of reporting incidents. If you do nothing, it might suggest that you are supporting the bullying
- Not to put up with bullies in your group of friends, do not be a bystander report to staff if you see anyone being bullied.

DON'T SUFFER IN SILENCE

- don't blame yourself for what has happened
- tell a teacher or another adult
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying

EXTERNAL SUPPORT

If you find it difficult to talk to anyone at school or at home, ring **ChildLine**, Freephone 0800 1111, or email www.childline.org.uk. The phone call or email is *free*. It is a *confidential* helpline

PARENTS/CARERS: WHAT CAN YOU DO TO HELP?

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school or feel ill regularly, they may not complete work to their normal standard, they may become withdrawn, anxious, or lacking in confidence, they may become aggressive or disruptive at home towards you or their siblings.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow. Your child may well prefer you not to contact school but it is extremely important that you do so, immediately.
- It is important that you advise your child not to fight back. It can make matters worse! Advise them to get away from the situation as quick as possible and tell an adult or member of staff what has happened.
- Make sure your children are fully aware of the school policy concerning bullying and make them feel that they are able to ask for help.

Woodlands Co-operative Academy Anti-Bullying Code

Bullying is behavior that hurts someone else – such as name calling, hitting, pushing, spreading rumors, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

IF YOU ARE BEING BULLIED:

MAKE YOURSELF SAFE

TELL SOMEONE – TEACHER, OTHER ADULT, FRIEND, PARENT/CARER

NEVER KEEP IT A SECRET

IF YOU KNOW SOMEONE IS BEING BULLIED, IT IS UP TO YOU TO TELL AN ADULT

YOU WILL GET HELP AS SOON AS YOU TELL SOMEONE ABOUT IT

DO NOT RETALIATE OR GET YOUR OWN BACK – TELL AN ADULT

IF YOU DON'T GET HELP FIRST TIME; TELL SOMEONE UNTIL YOU DO GET HELP

REMEMBER:

- Bullying will continue until it is stopped;
 - Bullying can happen to anyone;
- Bullying can be by one person or many people;
 - Bullying can happen anywhere.

TOGETHER WE **WILL** BEAT BULLYING

FURTHER SUPPORT AND HELPFUL ORGANISATIONS

The Police - If you need urgent assistance with regards to a hate crime call 101 or 999

Childline - If you find it difficult to talk to anyone at school or at home, ring Freephone 0800 1111, or go to www.childline.org.uk. These are free and confidential.

NSPCC – Free advice and support can be found at www.nspcc.org.uk

Young Minds - Bullying support for young people and advice about positive mental health – www.youngminds.org.uk/vsbullying Telephone: 0808 802 5544

Think you Know – Advice and information about social networking, E-Safety and reporting online abuse <https://www.thinkuknow.co.uk/>

Stop Hate - Advice with regards to hate incidents and crimes www.stophate.uk.org