

## Woodmancote School

### Anti-Bullying Policy

Designated Member of Staff	G Tucker
Committee with responsibility	Safeguarding
Date of Issue	December 2013
Frequency of Review	Annual
Next Review	June 2019

Issue Number	Issue Date	Summary of Changes
1	December 2013	New Policy
2	February 2015	
3	June 2018	Incl Hate Crime and peer on peer abuse. Updates from Year 6

#### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening should be able to tell the staff.

#### 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      persistently being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) and making them feel worthless
- Physical        pushing, kicking, hitting, punching or any use of violence
- Racist            racial taunts, graffiti, gestures
- Sexual            unwanted physical contact or sexually abusive comments
- Homophobic    because of, or focussing on the issue of sexuality
- Verbal            name-calling, sarcasm, spreading rumours, teasing

- **Cyber**                      All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities

### **Bullying and Hate Crimes**

There is no legal definition of a hate crime. However, the police and the 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.**

Reference: [CPS guidance](#)

However, a hate incident does not necessarily break the law. 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;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and

- malicious complaints.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to 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.

### **Children are Bullied**

Children who are bullied can experience negative physical, school, and mental health issues.

Children who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement and school participation. They are more likely to miss, skip, or drop out of school.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **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 is on bullying, and 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 arises.
- 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 and Symptoms**

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly 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 starving (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

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

### **Procedures**

1. Report bullying incidents to staff
2. In cases of bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour, by attempting to understand why they behave in the way they do.

### **Outcomes**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention**

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

## **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** - agreement including all the following:
  - o Understanding of what is proposed based on age, maturity, development level, functioning and experience
  - o Knowledge of society's standards for what is being proposed
  - o Awareness of potential consequences and alternatives
  - o Assumption that agreements or disagreements will be respected equally
  - o Voluntary decision
  - o Mental competence
- **Coercion** - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **Advice from School Prefects (July 2018)**

### Bullying in the play grounds

1. Stay in a large group; that way you have a stronger force against the bully.
2. Tackle the situation by sticking up for yourself usually by saying 'stop bullying me'.
3. If the first two don't work or you feel this is serious tell the teacher and don't take no for an answer. If you're still not satisfied speak to the head teacher (Mr Tucker).

### How to be safe outside of school

- If there is someone you don't know coming up to you walk away and pretend you haven't seen them.
- If you are new to a neighbourhood try to make new friends so you have someone to talk to other than adults.
- Make sure a child knows that they have the right to ask for help, and that they know who to ask for help in different situations, like a teacher or a nearby parent.
- Help a child to learn assertiveness skills, like learning to shout 'No!' and to display more confident body language.
- Act out some role plays with your child, so they can practise what to do when confronted with bullying.
- Encourage your child to hide their feelings from bullies - if your child can look calm, neutral or bored, they are less likely to be bullied.
- If they can, encourage them to stand up and make it clear to the person that they do not like something and will not tolerate it. (1)
- If you are going out (to the park or other public places) try and stay in a group, so you are not picked off by bullies.

### Cyber Bullying

#### Parents:

- Tell your child not to respond or retaliate, but be assertive
- Talk to your child about cyber bullying.
- Teach your child to behave online.
- Check the privacy settings on their online accounts.
- Remind them to keep personal information private e.g. address.
- Report and block abuse.
- Find out how your child's school deals with cyber bullying.

#### Child:

- Tell someone and report abuse.
- Prevent communication.
- Don't respond or retaliate.
- If your parents don't check your privacy settings, you check them.
- When playing games make sure you don't make friends with strangers.

## Glossary

<b>Emotional:</b>	people's feelings inside.
<b>Physical:</b>	something in the way of touch or contact.
<b>Racist:</b>	to make fun of someone if they are different (e.g. different coloured skin, different religion or different culture).
<b>Sexual:</b>	whether you are a girl or a boy.
<b>Homophobic:</b>	afraid of differences.
<b>Verbal:</b>	spoken words.
<b>Cyber:</b>	the social internet (e.g. facebook, texts, email or twitter).
<b>Bullying:</b>	hurting someone purposely and making them feel low on a regular basis.
<b>Incidents:</b>	an event or action that has/is happening.
<b>Consequences:</b>	a punishment to encourage someone to stop.
<b>Victim:</b>	a person being hurt or insulted.
<b>Retaliate:</b>	backfire with words to make the other feel insulted (this makes situations worse).
<b>Abuse:</b>	to hurt someone with little strength in words or contact.
<b>Apologise:</b>	to say sorry and mean it.

## Kidscape

### HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
Childline	0800 1111 <a href="http://www.childline.org.uk">http://www.childline.org.uk</a>
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Think uknow (CEOP website)	<a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

Policies currently allocated to Safeguarding-December 2017
Acceptable Use
Anti-Bullying
Attendance
Behaviour
Children in Care
Code of Conduct
E-Safety
Equality
Intimate Care
Positive Handling
Preventing Radicalisation
Recruitment and Selection
Safeguarding and Child Protection
SEN
Supporting children with medical conditions

Policies currently allocated to Premises-December 2017 which have a Safeguarding element
Accessibility Policy, Audit and Plan
Anaphylaxis Awareness and Monitoring
Disability Discrimination Policy and Plan
Emergency Management and Response Plan
Emergency Asthma Inhaler Policy
Fire Risk Policy and Risk Assessments
Health and Safety Policy
Lone Working Policy
Lettings Policy
Off Sites Visits and Journeys
Security Policy
Travel Plan