

Anti-Bullying Policy

Lemington Riverside Primary School



Approved by:	The Governing Body	Date: September 2019
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Anti-Bullying Policy

Introduction

Lemington Riverside Primary School recognises that there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

Maintained schools have a statutory duty to promote children and young people's wellbeing and statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations for all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential. We will always celebrate diversity and promote cohesion within our community.

Bullying of any kind is unacceptable at Lemington Riverside Primary School. If bullying does occur, all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, police will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying coordinator Mrs. Richardson.

Bullying outside school premises:

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behavior coordinator in their local authority, of the action taken against a pupil. If the misbehavior could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Department of Education October 2014: 'Preventing and tackling bullying' – Advice for head teachers, staff and governing bodies.

This policy reflects the following guidance:

OFSTED Guidance for inspecting schools under the common inspection framework

Department of Education October 2014: 'Preventing and tackling bullying' – Advice for head teachers, staff and governing bodies.

What is Bullying?

Bullying can be physical, emotional and online and it can take many forms. Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

'Bullying is behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' DfE definition

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' Anti-Bullying Alliance

It takes many forms and can include

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

The Equalities Act 2010

The Equalities Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation (links to Prevent strategy)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

This covers 9 areas, of which 7 are pertinent to Children and Young People.

- *Disability*
- *Gender*
- *Gender reassignment / transgender identity*
- *Race*
- *Faith*
- *Sexual orientation / sexuality*
- *Pregnancy / maternity*

(The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these should be explored within the curriculum in PSHE.)

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability.
(Further information on the overarching principles school must adapt to tackle bullying of pupils with SEN and disabilities can be accessed here: <http://www.anti-bullyingalliance.org.uk/media/7434/overarching-principles-send-and-bullying.pdf>)
- Appearance of health conditions
- Home circumstances and lifestyles including young carers and looked after children
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
(Further information relating to how Ofsted explore school actions to prevent and tackle homophobic and transphobic bullying can be accessed in full here: http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf)
- Transgender status / Transphobic bullying
<http://www.anti-bullyingalliance.org.uk/our-work/homophobic,-biphobic-and-transphobic-bullying/>

Examples of bullying behaviours:

- Emotional (being unfriendly, excluding, tormenting, threatening behavior)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Written e.g. ridicule through drawings and writing
- Incitement e.g. encouraging others to bully
- Extortion (demanding money/good with threats)
- Racist (racial taunts, graffiti, gestures)
- Sexual (Unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focusing on the issue of sexuality)
- Damage to Property e.g. theft of bags, tearing clothes, ripping books
- SEND (Special Education Needs & Disability)
- Online/Cyber e.g. inappropriate texting /emailing.
- Sexting

(Definition: images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. DfES. See full guidance document 'Sexting in schools: advice and support around self-generated images. What to do and how to handle it' <http://www.naace.co.uk/essafety/sexting> There are two parts to this guidance and ideally they should be read together. The guidance has been designed and developed to enable schools to act swiftly in the case of an incident (Part 1_ and to be able to access background information and support (Part 2).

What we will do as a school:

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer
- Appoint an Anti-bullying Governor
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community. (See appendix , flowcharts A and B)
- Develop a preventative approach to bullying. Students will be encouraged to recognize that not only do they have rights; the choices they make bring responsibilities.
- Implement a consistent system for recording incidents of bullying in line with current DfE and OFSTED guidelines

- Review the anti-bullying policy annually in consultation with the whole school community to raise awareness of procedures
- Identify and make safe (using student voice) areas in school where bullying could / has been known to occur
- Be aware of factors which may cause some children to be more vulnerable than others

Foster a clear understanding that bullying, in any form, is not acceptable. This will be done by:

- ✓ *Developing a child friendly policy*
- ✓ *Developing an adult friendly policy*
- ✓ *Regular praise of positive and supportive behaviour of students, by all staff*
- ✓ *Work in school which develops empathy and emotional intelligence*
- ✓ *Any incidents being treated seriously and dealt with immediately. Support for both parties/sanctions where applicable.*
- ✓ *Ensuring if a child is found to be the target of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The target's and perpetrators' parents will be informed as per DfE Guidance.*
- ✓ *Work in partnership with the police should there be bullying incidents where a crime has been committed.*

How we will work with targets of bullying:

- Ensure that there are clear pathways for reporting bullying including confidential methods.
- Ensure that targets are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure targets are consulted, and kept involved and informed

How we will work with those accused of bullying:

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - ✓ *Counselling / instruction in alternative ways of behaving*
 - ✓ *Adult mediation between the perpetrator and the target (**provided this is safe for the target**)*
 - ✓ *Rewards/positive reinforcement for young people in order to promote change and bring acceptable behaviour under control*
 - ✓ *Fixed periods of exclusion*
 - ✓ *Permanent exclusion (in extreme cases which may involve violence)*

How we will work with bystanders/upstanders:

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders. Introducing the concept of being an 'upstander' rather than a bystander empowering CYP to take appropriate action

See Appendix – Ten ways to be an Upstander

Strategies we use for a preventative approach:

- ✓ Teaching through the curriculum
- ✓ Assemblies
- ✓ Peer mentoring
- ✓ Anti-Bullying Ambassadors
- ✓ Circle Time
- ✓ Support from external agencies
- ✓ Participation in National Anti-Bullying Week / National Empathy Day

How we will educate the school community:

- Emphasise through all aspects of the whole school ethos and curriculum that bullying will not be tolerated
- Ensure that the anti-bullying officer and governor attend appropriate training and development
- Provide training opportunities for the whole school staff body
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum and links to British Values / Cultural capital)
- Take part in Anti-Bullying Alliance All Together Now Programme with regular assemblies, surveys and activities to fulfil the criteria

How will we work with parents and carers:

By ensuring that:

- There are clear pathways for parents/ carers to report incidents of bullying, including who to report concerns to
- Every opportunity is given to parents/ carers to share their concerns
- Where a parent/ carer is dissatisfied with the school's handling of a situation, then the Headteacher will seek to resolve the situation informally. In the event of a formal complaint, then the school's agreed complaints procedure will be invoked. (See Appendix – Pathways of Help parents/ carers).
- If after following the schools formal complaints procedure, the parent/ carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be addressed here:
<https://www.newcastle.gov.uk/education-and-learning/problems-at-school/bullying#>

How we will support staff:

- We will ensure appropriate agencies who can support staff are available on notice boards in the staff room
- Human Resources and Union Representatives
- Cyberbullying of staff within the school community references:
Department for Education: Cyberbullying: Advice for head teachers and school staff
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Safer Internet Organisation: E-safety policy advice and signposts – Rigorous e-safety policies and procedures are essential to safeguarding children online

<http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/esafety-policy>

Support Agencies we may consult are:

Local authority

Anti-bullying officer
School Improvement Service
Educational Psychology Service

External sources of advice and support

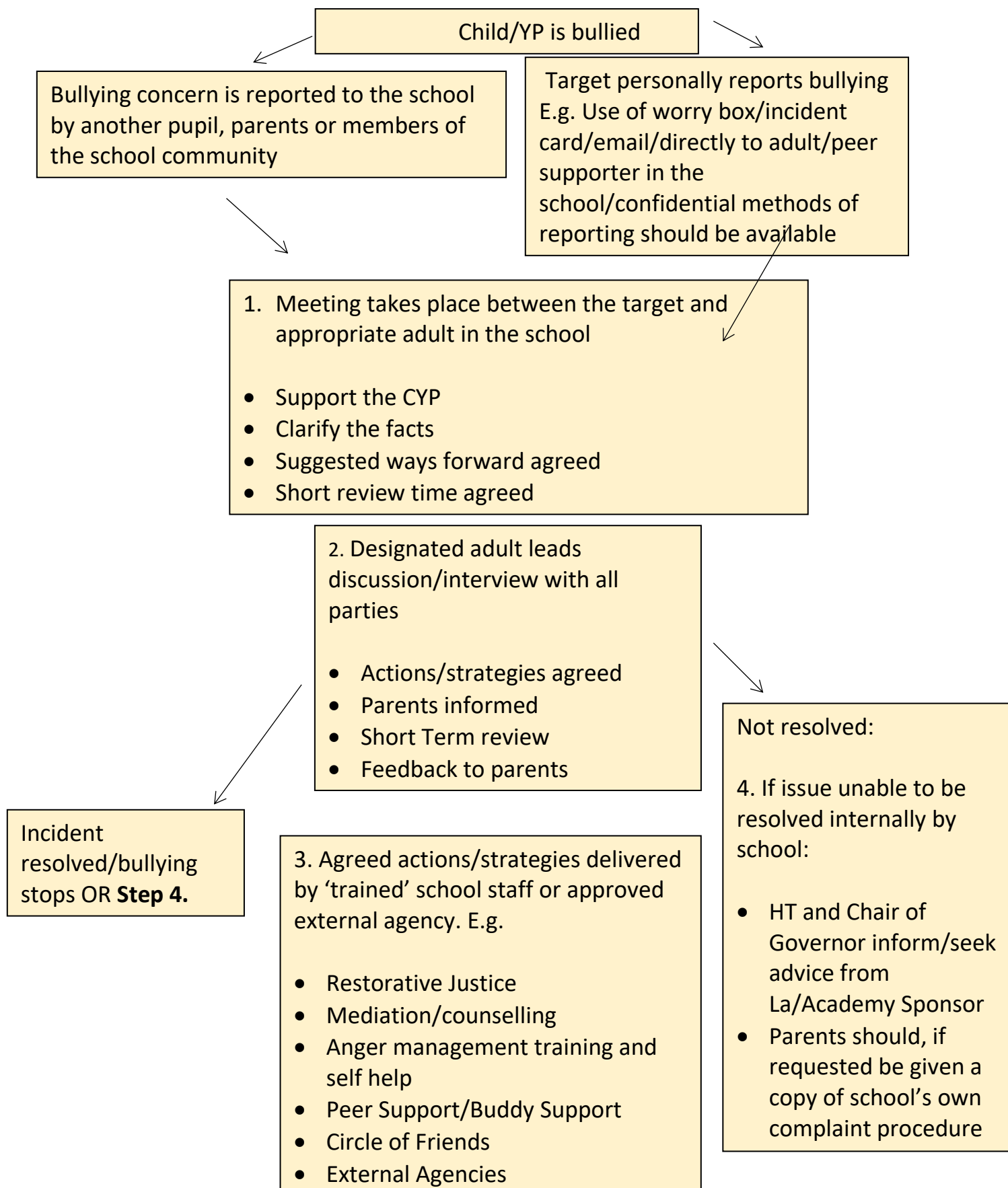
The Anti-Bullying Alliance
Think you know (Online Bullying)
ChildLine
Kidscape

Appendix 1

Anti-Bullying Policy checklist	Page number/Reference
1. Make sure the policy begins with a clear definition of what bullying is	
2. Make sure the policy includes all forms of bullying – this should include specific reference to bullying relating to race, religion and culture, homophobic bullying, bullying related to special education needs and disabilities, sexist and sexual bullying and the use of cyber technology to bully	
3. Make sure the policy includes the preventative strategies that the school will use	
4. Make sure the policy gives a clear outline of how the school will respond to bullying incidents including the recording procedure and possible sanctions	
5. Make sure the policy includes clear procedures for pupils or parents and carers who wish to report a bullying incident	
6. Make sure the policy includes information on the school complaint procedure	
7. Make sure the policy includes reference to bullying between pupils outside of school and bullying of staff	
8. Make sure the policy references occasions where there may be police involvement (e.g. if crime has been committed)	
9. Make sure the policy is shared with all members of the school community (e.g. through the school website, news-letters, CYP Friendly policy/Parent Friendly Policy)	

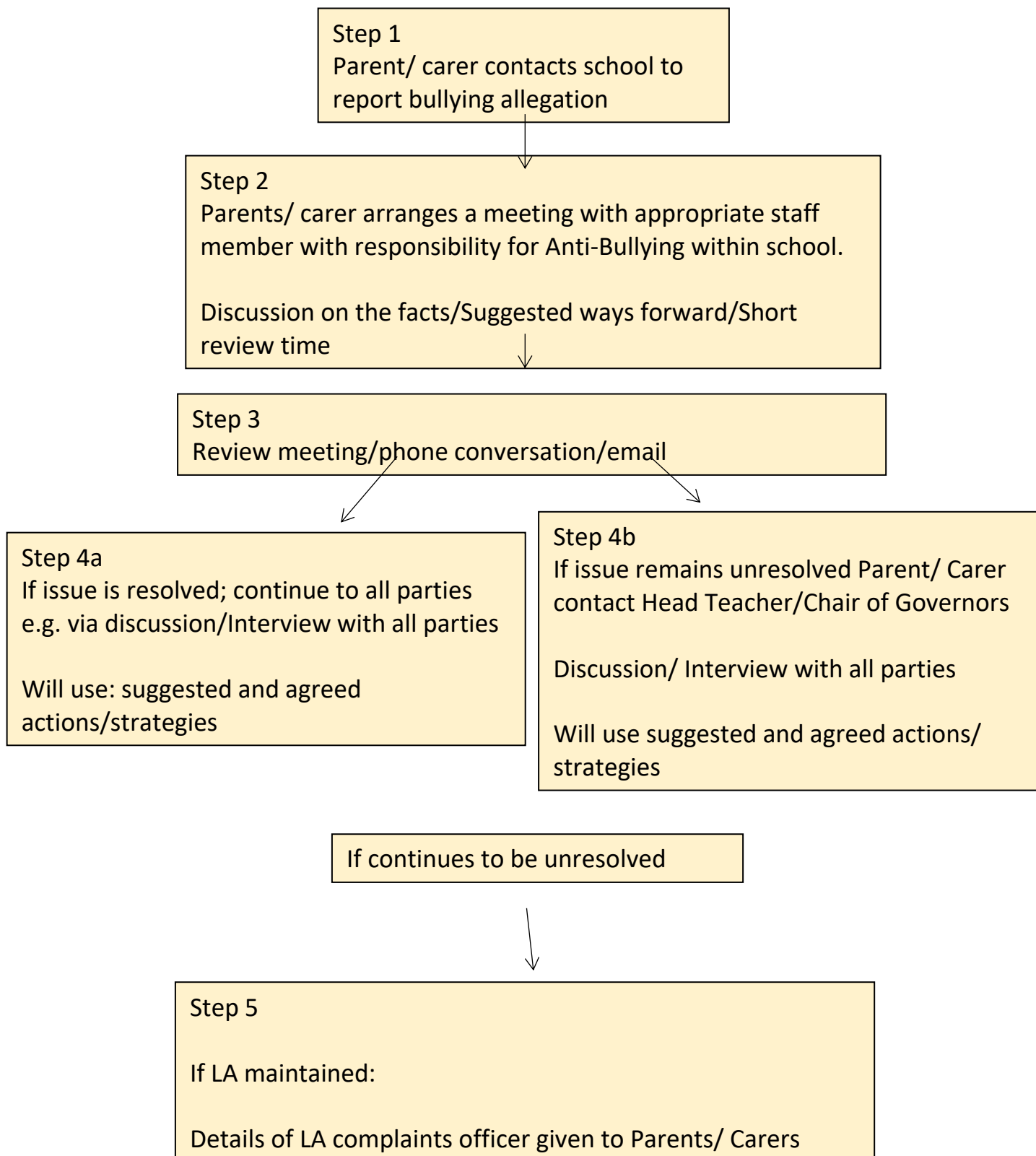
Appendix 2a

Recommended procedures in school for reporting bullying: *Pathways of help*



Appendix 2b

PATHWAYS OF HELP - Parents/carers



Appendix 3

Exploring the school's actions to prevent and tackle homophobic and transphobic bullying

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http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf

1. **Inspectors should make sure that questions are age-appropriate and asked in the right context.**
2. **With primary pupil's inspectors might explore whether:**
 - Pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teacher that using the word 'gay', to mean something is rubbish is wrong, scary or unpleasant and why it is wrong
 - Pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
 - Pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
 - Pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

3. **With senior leaders, and when looking at documentary evidence:**

Inspectors might explore:

- Whether they are aware of any instances of homophobic or Transphobic language in school, whether this is recorded and how it is acted upon
- Whether this is recorded and how it is acted upon
- Whether there is any homophobic language used against staff
- Whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
- Whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
- Whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other
- Aspects of PSHE, including providing age-appropriate advice and guidance
- How the school seeks to support LGBT pupils and those from LGBT families whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
- Whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
- Whether policies include reference to carers as well as parents

4. **With governor's inspectors might explore:**

- How the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia

- Whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
- How they ensure that sexuality and gender equality are covered within the schools behaviour guidelines and policies

Further information and advice please refer to Appendix 10 'Safe to Learn: Embedding anti-bullying work in schools' Homophobic bullying

Appendix 4

Support Agencies we may consult

List Local agencies here

External Agencies

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti-bullyingalliance.org.uk

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. www.kidscape.org.uk Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111
www.childline.org.uk

Bullying on line: www.bullying.co.uk

The Diana Award: The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
<http://www.antibullyingpro.com/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively. <http://www.bullyinginterventiongroup.co.uk/>

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people ages 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations.
<http://www.ditchthelabel.org/>

Online Bullying

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkyouknow.co.uk

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people.

Advice of Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Cyberbullying.org – one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Sexting : “Cyberbullying” A qualitative study of children, young people and ‘sexting’ A report prepared for the NSPCC 2012 <http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

LGBT&Q:

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

EACH: (Educational Action Challenging Homophobia): provides a national freephone

Action line for targets of homophobic or transphobic bullying and training to schools on sexual Orientation, gender identity matters and cyber homophobia. <http://www.each.education/>

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

SEND

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. <http://www.anti-bullyingalliance.org.uk/send-programme>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk

Parents

Parentline Plus – advice and links for parents www.parentlineplus.org.uk Call: 08088002222

Parents Against Bullying Call: 01928 576152

Appendix 5: Record of Bullying Incident

Bullying Incident Form BIF							
<p>This form is to be completed by a member of staff ONLY then forwarded to Anti-Bullying Coordinator: **INSERT STAFF RESPONSIBLE HERE who will log the incident and refer as school Anti-bullying (AB) policy where appropriate.</p>							
<p>Bullying behaviour can be defined as: <i>‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power’</i> <i>adapted from DfE definition</i></p>							
Verbal	Physical	Online	Emotional	Racist	H-Phobic	Sexual	SEN/D
Method of reporting:							
<i>Target</i>	<i>Peer</i>	<i>Parent/ Carer</i>	<i>Support Staff</i>	<i>SMSA</i>	<i>Teacher</i>	<i>Community</i>	<i>Confidential E.g.: Worry box</i>
Aggressor/s							
Target/s							
When (date/time)							
Where (Location: classroom/bus/playground etc.)							
Details of incident:							

Please indicate what action was taken to support target & aggressor:							
Meeting with all parties			Restorative Enquiry				
Peer support / buddy mentors			External agency involvement				
Support from staff			Other (specify)				
Please indicate the level of parental involvement of both target(s) and aggressor(s)							
Phone call parents / carers			Meeting/ discussion in school with parents/carers				
Letter/email to parents/carers			Other (<i>please specify</i>)				
Agreed actions as a result/further comments: (e.g. copy and paste email)							
Please indicate if any follow-up/preventative work as a result of the incident:							
Whole school campaign			Group work				
Whole class Awareness			Individual support				
Restorative Meeting held			Review of policy and procedures				
Other (<i>please specify</i>)			Involve external Agencies				
Please indicate when you intend to review the effectiveness of the action taken:							
<i>Within 24 hours</i>	<i>48 hours</i>	<i>1 week</i>	<i>Fortnight</i>	<i>1 month</i>	<i>Half-Term</i>	<i>Full Term</i>	<i>Other</i>
<i>Completed by</i> <i>Date</i>							
<i>Copies to: (initials)</i>							
<i>Head teacher</i>	<i>Head of year</i>	<i>Class teacher</i>	<i>Pastoral Team</i>	<i>Other</i>			

Appendix 6

Ofsted September 2015- will need updating once new framework is introduced.

Grade descriptors for personal development, behaviour and welfare

Outstanding:

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/ or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupil's welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

Good:

- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupil's welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.

Requires improvement:

- Pupils' personal development and welfare are not yet good and/ or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Unsatisfactory:

- Personal development, behavior and welfare are likely to be inadequate if any one of the following applies.
- Pupils' lack of engagement, persistent low-level and/or high-level willful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign or sustained improvement.

- A significant minority of pupils do not understand how and why to live healthy, positive lives both physical and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence and in the school's ability to table bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Appendix 7

10 WAYS TO BE AN UPSTANDER

1. Help others who are being bullied by being friendly towards them, even if this person is not your friend. Go over to them. Help him to talk to an adult about any bullying that has occurred.
2. Stop untrue or harmful messages from spreading if someone tells you a rumour that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong.
3. Get friends involved. Let people know that you are an **upstander** and encourage them to be one too.
4. Build relationships outside of your circle. Include someone who is alone. Show support for a personal who is upset at school, by asking them what is wrong or taking them to an adult who can help.
5. Be aware of the anti-bullying policy at your school and keep it in mind when you witness bullying.
6. Reach out to new people at your school. Make an effort to introduce them around and help them feel comfortable.
7. Refuse to be a '**passive bystander**' by being an '**active bystander**'. If you see friends or classmates laughing along with the bully you tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim
8. Respect others' differences and help others to respect differences, It's natural for people to be different – that's what makes all of us unique.
9. Consider developing anti-bullying initiatives with staff support. Discuss the 'hot spots' where bullying most likely occurs. (eg. The bus, toilets, an unmonitored hallway) and what can be done on a school level to make sure everyone is safe and supported.
10. Educate yourself and your community about bullying by ensuring there is an Children and Young Person friendly and adult friendly policy in your school.

Appendix 9



Overarching principles schools must adopt to tackle bullying of pupils with SEN and disabilities

Inclusion - Children and young people with SEND are included and participate fully in all aspects of school life.

Language - Disablist language is taken as seriously as homophobic or racist language.

Role models - All school staff are role models to others within the school in how they treat others.



Difference – difference is actively and visibly celebrated and welcome across the whole school.

Participate - Children and young people with special educational needs and / or disabilities (SEND) are included in decisions about them and are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

Partnership - Schools and other settings work in partnership with parents and carers when preventing, reporting and responding to incidents of bullying involving their child.

Report - All pupils within the school and their parents and carers understand how to report incidents of bullying.

Acknowledge - Children and young people with SEND and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

Respond - Children and young people with SEND help to formulate appropriate action to respond to incidents of bullying.

Policies - These principles are embedded within school policies on bullying and behaviour and adopted within a whole school approach to behaviour, inclusion and wellbeing. They are widely and actively promoted to school staff, children and young people and their parents and carers.



Appendix

Responding to verbal incidents in primary schools

From DFE Safe to Learn: Embedding Anti-bullying work in schools – Homophobic Bullying

<http://www.anti-bullyingalliance.org.uk/media/7484/homophobic-bullying.pdf>

Pupils in primary school may not necessarily understand that their comments are inappropriate and constitute bullying. This script can be used by school staff who are considering how they might handle a verbal incident. It provides a model for them to think through. When responding to an actual incident staff will also want to consider the school's hierarchy of sanctions and existing guidance on behaviour and bullying.

John and Sam are in the playground. Sam calls John a "gay boy" because he fell over and started crying.

Questions to be asked by the teacher	Points to consider
John tells you what Sam has said, or you overheard it.	
To John: Hello, can you tell me what just happened?	Has John got gay parents or other family members who are gay? Is this a motivating factor for the homophobic comment?
To Sam: Can you tell me what you just said?	Sam should repeat what has been said. Does he realise at this stage that his comment was inappropriate?
To Sam: What made you say this?	Try and establish why homophobic bullying has played a part here. Does the pupil understand the difference between heterosexual people and gay people, or is his comment made in ignorance?
To Sam: How do you think your comment made John feel, Sam?	Does Sam understand that his comment can be hurtful?
To John: How do you feel about what Sam said John?	Make sure Sam understands how John feels.
To Sam: Sam, do you understand that calling someone "gay" because they are upset isn't very nice?	Sam needs to understand that calling someone "gay" because he's done something that he thinks is weak is not acceptable.
Sam says: But Sarah's mum is gay.	Sam is confused because sometimes the word gay is used to describe someone, but when he uses it, it is bad.
To Sam: Sam, some people are gay, and there is nothing wrong with that. But when you use words to tease someone that becomes mean. John is very upset about what you said.	Does Sam understand the difference? Sam has to understand the harm he has done to John.
To John: What would you like Sam to do now John?	John must have the opportunity to say what he would like to happen.
To Sam: What do you think you should do Sam?	Can Sam identify ways to resolve the conflict?
To Sam: I think you should say sorry to John, and promise not to use those words again.	You should agree some actions with John and Sam, depending on the sanctions that your school normally uses.
You must now keep an eye on Sam, and ensure that he understands why this language shouldn't be used, and doesn't do it again. If he continues to do it, then you might have to follow the hierarchy of sanctions to prevent homophobic bullying happening in the future.	