LINDEN PRIMARY SCHOOL

ANTI-BULLYING & HATE POLICY

Status

Statutory **X**   Recommended   Good Practice

Purpose
The Head Teacher is responsible for maintaining and setting standards of behaviour of pupils and for ensuring that appropriate rules and procedures are in place. This policy applies to all staff employed and covers the regulation of pupils' behaviour

This Policy and Guidance takes into consideration:
- DfE guidance on Preventing and Tackling Bullying 2014
- The Education and Inspections Act 2006
- Independent School Standard Regulations 2010
- The Equality Act 2010
- Children Act 1989
- KCSiE 2025

Consultation

Staff, governors and parents as appropriate.

Links with other policies

Positive Behaviour Policy

Safeguarding Policy

Complaints Policy

Whistleblowing Policy

SEND Policy

Equalities Policy

Internet & E-Safety Policy

Monitoring and Evaluation

Annually **X**   Every 3 years   Other   _____

Headteacher**X**   Chair of Governors   Committee Chair   Other _____

Dates
Original Implementation   **September 2010**   Review **December 2025**
Next review **December 2026**

1. Statement of Anti-Bullying and Hate Principles

The aim of this policy is to outline what Linden Primary School will do to prevent and tackle bullying and hate. We are committed to developing an anti-bullying culture whereby no bullying or hatred, including between adults or adults and children and young people will be tolerated.

At Linden Primary the school community aims to:
- Discuss, monitor and review the anti-bullying/anti-hate policy and practice on a regular basis.
- Support all staff to promote positive relationships to prevent bullying/hate.
- Intervene by identifying and tackling bullying/hate behaviour appropriately and promptly.
- Ensure that pupils are aware that all bullying/hate concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying/anti-hate policy.
- Report back to parents/carers regarding their concerns on bullying/hate and to deal promptly with complaints.
- Encourage parents/carers to work with the school to uphold the anti-bullying/anti-hate policy.
- Learn from good anti-bullying/anti-hate practice elsewhere and utilise support from external agencies and other relevant organisations when appropriate.
- Uphold fundamental British Values as defined by DfE.

2. Definition of Bullying

Bullying is *"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", March 2014). Bullying is a series of actions that are defined by the school as:
- Deliberately hurting (including aggression & intimidation)
- Repeated over a period of time
- Difficult for victims to defend themselves

Bullying can include:
- Physical – hitting, kicking, taking of belongings
- Verbal – name calling, insulting, intimidation, making offensive remarks
- Sexual – unwanted physical conduct or sexually abusive comments
- Racist – racial taunts, graffiti or gestures
- Homophobic – because of, focusing on the sexuality of another
- Indirect – spreading of stories, exclusion from social groups, rumour spreading
- Cyber Bullying – by means of internet, mobile phones or other associated technologies

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted or are in care
- Pupils suffering from a health problem
- Pupils with caring responsibilities

3. Definition of Hate

Hate in the context of behaviour and attitude has been defined as; *"Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference"* (Chakraborti, Garland and Hardy 2014:6).

Bullying/hate can happen to anyone. This policy covers all types of bullying/hate including:
- Bullying/hate related to race, religion or culture
- Bullying/hate related to SEND (Special Educational Needs or Disability)
- Bullying/hate related to appearance or physical/mental health conditions
- Bullying/hate related to sexual orientation (homophobic bullying)
- Bullying/hate of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying or hate
- Bullying/hate via technology

Gloucestershire also include:
- Age
- Gender
- Alternative sub-cultures i.e. the homeless

4. Preventing, identifying and responding to bullying/hate

The school will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and external agencies to identify all forms of prejudice-driven bullying/hate including responding to peer on peer abuse.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying/hate in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, PSHE and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration, MDS and site staff) to identify all forms of bullying/hate and to follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying/hate incidents and issues so as to effectively develop strategies to prevent bullying/hate from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully/express hate and those who have been bullied/victims of hate abuse.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos

5. Procedure

To involve pupils, the school will:
- Regularly canvas children and young people's views on the extent and nature of bullying/hate.
- Ensure that all pupils know how to express worries and anxieties about bullying/hate.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying/hate (according to Behaviour Policy).
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied/victims of hate and to those who are bullying in order to address the problems they have.

To liaise with parents and carers, the school will:
- Make sure that key information (including policies and named points of contact) about bullying/hate is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying/hate.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying/hate.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying/hate, where such involvement is reasonable.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

6. Dealing with Incidents

The following steps may be taken when dealing with incidents:
- If bullying/hate is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached in collaboration with a member of the SLT.

- A clear and precise account of the incident will be recorded on CPOMs tagged as 'bullying incident' and/or 'hate incident' and reported to the head teacher/deputy headteacher.
- The headteacher/deputy headteacher will ensure that interviews are conducted with all concerned and written accounts are taken. These will be logged as actions on CPOMs.
- Teaching staff of children involved will be kept informed throughout the process.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including identifying and interviewing possible witnesses, and contacting the police, if necessary. Parents will be encouraged to screenshot any abusive messages and send them to the headteacher/deputy headteacher.
- Where the bullying/hate takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools' behaviour policy.
- Parents/carers of all parties involves will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned and in line with the school behaviour policy.
- Staff involved should consider whether the allegation meets the thresholds of 'peer on peer' abuse and, if necessary and appropriate, the police or other local services should be consulted. Staff should refer to the school's Child Protection and Safeguarding policy for more information on this.

7. Monitoring & Review

The Headteacher has overall responsibility for this Anti-Bullying and Hate Policy and requires the Governing Body to put in place a mechanism for ensuring that the preventative measures identified are taking place as scheduled and for ensuring the number of incidents of bullying and hate are reported to its meetings. The Headteacher has overall responsibility for the implementation of the Policy and shall be reported at least annually to the Governors about the policies effectiveness.

Appendix 1

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyber-Bullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice0-to-25

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Gloshate: www.gloshate.co.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational