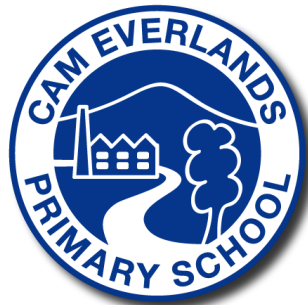


Anti-bullying and hate Policy



Cam Everlands Primary School

“We believe, achieve and celebrate”

Approved by:	Full Governing Body	Date: September 2024
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Last reviewed on:	September 2022
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Next review due by:	September 2026
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1. Aims

The staff at Cam Everlands Primary School are committed to providing and encouraging a caring and secure environment where all pupils can learn and develop in order to prepare them for adult life. In order to do this, it is vital that pupils, parents, staff and Governors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored.

This policy for the prevention and action against bullying is based upon three views:

- Bullying has no place in our school.
- When bullying is witnessed or experienced, it is always safe to tell.
- Resolutions will be sought to restore the imbalance of power between victim and bully.

2. Legislation and guidance

This policy is based on the following legislation and guidance:

- The [Education Act 2002 Section 175](#)
- The [Children's Act 1989 section 47](#)
- The [Education and Inspections Act 2006 section 89](#)
- DfE guidance document [Preventing Bullying](#)
- The [Public Sector Equality Duty of the Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

3. Definition of bullying

There is no legal definition of bullying; we have adopted the definition stated on <https://www.gov.uk/bullying-at-school/bullying-a-definition>:

Bullying is defined as:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Key elements of bullying are:

- It is **hurtful**
- There is **repetition**
- It is **intentional**

4. Types of bullying

Bullying can happen to anyone. It results in pain, suffering and distress to the victim and can take many different forms. These include, but are not limited to:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racial:** racial taunts, graffiti, gestures. Racial minorities can be targets of bullying e.g. Roma and Travellers (Roma and Travellers of Irish Heritage are identified as racial groups in the UK and are covered by the Racial Relation Acts as legitimate ethnic minority communities – 'Inclusion of Gypsy, Roma and Traveller Young people' DSCF 2008).
- **Sexual:** unwanted physical contact or sexually abusive comments, including on-line contact and sexting or encouraging a sexting response. See Safeguarding Policy.
- **Homophobic, lesbian, gay, or bi-sexual** bullying because of, or focussing on, the issue of sexual orientation. Anti-gay or anti-lesbian language is unacceptable and any gay, lesbian or bi-sexual pupils will feel safe in Cam Everlands Primary School. Any anti-gay or anti-lesbian language will be challenged even if not directed at an individual. See Safeguarding Policy.
- **Transgender** bullying: Transgender means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them. This might be something they are bullied for. (See appendix 1 for more information on transgender issues).
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Religious** bullying related to religious beliefs (or lack of religious beliefs) and practices
- **Cultural** bullying related to cultural beliefs and practices
- **Cyber** bullying: 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, including sexting and encouraging a sexting response (see appendix 2 for more information on cyber-bullying). See Safeguarding Policy.
- Bullying due to **special educational needs and/or disabilities** (SEND)
- Bullying related to **appearance** of health conditions
- Bullying related to **home circumstances** e.g. children in care, children from same sex families.

5. Early intervention

In all cases of bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It is crucial that all people within Cam Everlands Primary School understand what the right thing to do is if they are a victim or witness to bullying.

6. Prevention

6.1 School

Parents are made aware of the school procedures to follow if they believe that their child is being bullied.

- Ensure that the supervision of children in our care is effective
- Encourage positive play during breaks
- Coordinate assemblies to deal with bullying
- Tackle bullying openly through direct teaching (Scarf PSHE curriculum) where open discussions can be held to discuss the differences between people that may motivate bullying
- Encourage Peer Mediators to resolve problems
- Provide effective staff training in legal responsibilities, how to resolve problems and where to seek support
- Bringing outside agencies to promote positive play and behaviour
- All staff within school help to create a safe, inclusive environment
- Class charters (child voice)

6.2 Parents

- Parents are aware of school procedures to follow if they believe that their child is being bullied.
- Parents reinforce the value of good behaviour at home.

7. What should you do if you feel that your child is getting bullied?

- You must speak to the teacher in the first instance. All complaints will be taken seriously and listened to by all staff.
- The teacher may record your account on our safeguarding system (CPOMS) and look to record your point of view.
- Further investigation will be thorough and may involve a member from the senior leadership team.
- Written accounts will be taken prior to further discussion of the incident by the parties involved to confirm evidence of bullying (see section 3).
- Action will be decided upon by the head teacher together with the senior leadership team. The bullying behaviours or threats of bullying must always be investigated and the bullying stopped as quickly as possible.
- Restorative justice and mediation are techniques that may be used following the investigation. If possible, the pupils will be reconciled.
- The victim of bullying will be provided with support if required.
- The bully will be offered help to change their behaviour.
- After the incident / incidents have been investigated, recorded and dealt with, each case will be monitored to ensure repeated bullying does not take place.

- The head teacher or senior leadership team will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. They will then feedback to the staff any action points arising to implement for future provision.
- Consideration will be given to the safety of all parties involved.
- Vulnerable pupils who are bullied within school, are much more likely to be bullied outside of school, whether while walking home or via cyber bullying. If an incident of bullying outside the school premises and/or online is reported to the school, then it will be investigated and appropriate action will be taken.
- Bullying can be a criminal matter, involving e.g. offences of theft, criminal damage, assault or harassment or hate crimes. Cam Everlands Primary School may involve the police in such cases.
- Hate Crimes will be specifically identified and recorded as such in a Section 175 audit.

8. 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, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying includes sexting and encouraging a sexting response from others.
- The Education Act 2011 amended the power in the Education Act 1996.
- When an electronic device, such as mobile phone or tablet, has been seized by a member of staff (who has been formally authorised by the head teacher,) that member of staff can examine data and/or files.
- Staff have the power to delete the data and/or files when there is good reason to do so.
- This power applies to all schools and **there is no need for prior parental consent.**
- If the device seized is suspected of containing evidence in relation to an offence, the person who seized the phone must give the device to the police as soon as reasonably possible.

9. Hate related incidents

If any incident of bullying is perceived by the victim, or any other person as being motivated by prejudice on the grounds of disability, race, religion/belief, sexual orientation, trans-identity, age, pregnancy, gender, marriage or civil partnership, we will record it as a Hate Incident' and report it in a section 175 audit, including the specific category.

10. Support

In cases where pupils may have suffered bullying in the past and have been out of school for some time our reintegration program would include a focus on bullying and 'assertiveness in the face of bullying'. We also endeavour to equip young people who are in our care with an awareness of bullying and how to deal with it if it happens to them through the PSHE and RSE curriculum.

11. Links with other policies

This policy is linked to the:

- Behaviour
- Child protection and safeguarding
- Online Safety
- SEND Policy
- Suspension and permanent exclusion policy

Appendix 1

What does Transgender mean?

Transgender people have a way of expressing themselves, describing their gender, or gender identity (Knowing that you are a boy or girl) that doesn't always fit society's rules- that boys are boys and girls are girls.

What is Transgender?

Transgender, or Trans: means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them.

Transition: In order to express their chosen gender, transgender people may transition, or change, from the gender they were given at birth. They may change their names, pronouns or style of dress. Some transgender people also choose a medical transition, with the help of medical specialists, who will prescribe hormones and/or surgery.

Transsexual: a person who lives in a different gender to the one they were given when they were born. For example, someone who was called a 'boy' when they were born may feel very strongly that they are really a girl. They would be called a trans woman. If someone was labelled a 'girl' at birth, and they later realise that they are male, they would be called a trans man.

Gender Identity: a person's internal feelings, and the labels they use, such as male, female, or transgender.

What does Gender mean to you?

Young people have lots of different experiences of gender:

- For some, being male or female is something they don't think about, it's automatic.
- Other young people feel pressure to measure up to what's expected of them as male or female.
- Lesbian, gay, and bisexual young people may be taunted and told that the only way to be a "real man" or a "real woman" is to be heterosexual/straight. This is unacceptable and is bullying.
- Some young people feel that male or female are labels that don't work for them.
- Other young people can feel like they want to change the gender they've been living in during their childhood.

Is Gender a Box?

In our society, there's lots of stereotypes of how boys and girls are supposed to be:

- Many people act like boys and girls are opposite to each other – completely separate and different.
- Some people say that boys are supposed to like sports.
- Girls can be expected to like pink and have long hair.
- Girls and boys can be encouraged to go into certain types of jobs and not others.

Lots of us find ways to step outside these gender boxes, by wearing different clothes, liking different music, or doing a job that's outside the norm. Transgender people are also dealing with these gender boxes. Some people feel like they don't fit at all into the male or the female box, they might call themselves transgender. Some other people want and need society to be open when they completely change to the 'opposite' gender (transsexual people).

Note: Gender identity and transgender are different from sexual identity such as lesbian, gay and bisexual. Sexual identity is about who you are attracted to; gender identity is about how you identify as male or female.

Appendix 2

The following organisations are just some of the many sources for help and advice available for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (www.antibullyingalliance.org.uk)

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape (www.kidscape.org.uk)

A charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it.

Internet Matters (www.internetmatters.org)

Provides help to keep children safe in the digital world.

Barnardos (www.barnardos.org.uk)

Through its LGBTQ+ Hub, they offer guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying.

Appendix 3

Equalities Act 2010

The Equalities Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. Simplifying legislation and harmonising protection for all of the characteristics will help Britain become a fairer society. Everyone in Britain is protected by the Act.

The "protected characteristics" under the Act are (in alphabetical order): **Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual Orientation.**

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or is associated with someone who has a protected characteristic.

Appendix 1: list of trained first aiders

QUALIFICATION	STAFF MEMBER'S NAME	ROLE
First Aid at Work (Level 3)	Sarah Maddison	Nominated First Aider Teaching Assistant
Paediatric First Aid	Aurelie Brunet-Lua	Teacher
	Elaine Cook	Head of EYFS/KS1
	Hannah Edwards	Teaching Assistant
	Oliver Kinsley	Teaching Assistant Forest School Leader
	Zoe Morgan	Teaching Assistant
	Tom Payne	Deputy Head
	Emily Stanley	Teaching Assistant
	Sue Walshaw	Teaching Assistant
	Tina Winfield	MDSA
Basic First Aid	Kirsty Beasley	Teacher
	Jenny Bloor	MDSA
	Lee Butler	Teacher
	Nikki Cairns	MDSA
	Julia Carter	Teacher
	Coninna Coombs	Teaching Assistant
	Michelle Gleadall	MDSA
	Heather Henderson	MDSA
	Jenna Kaya	Teaching Assistant
	Sally Latuszka	SENDCo
	Carol Longden	Administrative Assistant
	Hazel Peters	Teaching Assistant
	Julie Roberts	MDSA
	Debbie Simpson	MDSA
	Jacqui Sinclair	Teacher
	Sarah Stock	Teaching Assistant
	Janice Turl	Teacher
	Sharon Wingent	Business Manager

Appendix 2: accident report form

NAME OF INJURED PERSON		ROLE/CLASS	
DATE AND TIME OF INCIDENT		LOCATION OF INCIDENT	
INCIDENT DETAILS			
<p>Describe in detail what happened, how it happened and what injuries the person incurred.</p>			
ACTION TAKEN			
<p>Describe the steps taken in response to the incident, including any first aid treatment, and what happened to the injured person immediately afterwards.</p>			
FOLLOW-UP ACTION REQUIRED			
<p>Outline what steps the school will take to check on the injured person, and what it will do to reduce the risk of the incident happening again.</p>			
NAME OF PERSON ATTENDING THE INCIDENT			
SIGNATURE		DATE	

Appendix 3: first aid training log

NAME/TYPE OF TRAINING	STAFF WHO ATTENDED (INDIVIDUAL STAFF MEMBERS OR GROUPS)	DATE ATTENDED	DATE FOR TRAINING TO BE RENEWED (WHERE APPLICABLE)
Basic First Aid in Schools	Kirsty Beasley, Jenny Bloor, Lee Butler, Nikki Cairns, Julia Carter, Corina Coombs, Hannah Edwards, Michelle Gleadall, Heather Henderson, Jenna Kaya, Oliver Kinsley, Sally Latuszka, Carol Longden, Sarah Maddison, Tom Payne, Hazel Peters, Julie Roberts, Debbie Simpson, Jacqui Sinclair, Sarah Stock, Janice Turl, Sharon Wingent	24/2/20	23/2/23
Paediatric First Aid	Aurelie Brunet-Lua	29/6/21	28/6/24
	Elaine Cook	5/11/20	4/11/23
	Hannah Edwards, Tom Payne	21/5/21	20/5/24
	Sue Walshaw	31/3/21	30/3/24
	Tina Winfield	13/3/22	13/3/25

NAME/TYPE OF TRAINING	STAFF WHO ATTENDED (INDIVIDUAL STAFF MEMBERS OR GROUPS)	DATE ATTENDED	DATE FOR TRAINING TO BE RENEWED (WHERE APPLICABLE)
First Aid at work (RQF) Level 3	Sarah Maddison	9/12/20	8/12/23