



Anti-bullying Policy and Anti-discrimination policy



Status	
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Madeleine Davey
Date Policy Agreed	Sept'23
Last Review Date	Sept '23
Next Review Date	Sept'24



Section 1- ANTI BULLYING POLICY

This policy has been created by all members of the school community including: Governors, Teachers and Members of the School Council. The policy has been written for all members of the school and wider community.

Rationale:

At Bentley High Street we are committed to keeping children safe both inside and outside of school. We aim to provide a supportive, caring and safe environment that allows children to learn without fear of being bullied. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, parents and children should be confident that incidents will be dealt with promptly and effectively.

The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Schools and the law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Aims:

- To establish a safe environment in which children can learn and develop.
- To have a clear definition of bullying.
- To have procedures for dealing with bullying.
- To have an ethos of respect.

Definition:

Our school adopts the Department for Education definition of 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:
 - cyber – bullying via social media and/ or text messages
 - peer – on – peer pressure
 - sexual harassment
- Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.
- It might be motivated by actual differences between children, or perceived differences.
- Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.
- Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.
- This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.



- The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.
- It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying is not:

- Teasing between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;
- Behaviour that all parties have consented to and enjoy
- One off incidents.

Signs of bullying

At our school, children are encouraged to tell somebody about anything that makes them unhappy. However some children may be scared of telling therefore adults and children should be aware that changes in a child's behaviour may mean they are being bullied.

Children may:

- be frightened to walk to or from school on their own
- not want to go to school
- change their route to/from school
- begin missing school
- become quiet or lacking in confidence
- feel ill in a morning (particularly on school days)
- cry themselves to sleep or have nightmares
- lack concentration or begin doing poorly in school work
- come home with clothing or books damaged
- have possessions or dinner money 'go missing'
- begin stealing
- have unexplained cuts and bruises
- become aggressive or bully other children
- stop eating
- refuse to say what is wrong.
- be reluctant to play outside
- be secretive over their mobile phone or computer

These signs and behaviours do not always mean that a child is being bullied but they do mean that it should be considered. Victims of bullying can feel like failures. They may feel stupid, ashamed and ugly. Bullying may lead to bed wetting, sleeping difficulties, depression, loneliness and a lack of trust. It is clear that bullying affects the whole family and should not be ignored in the hope



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How people can help:

- If you are worried that your child or friend is being bullied ask him/her if they are.
- Be aware of the symptoms of bullying
- Don't agree to keep it a secret – and tell an adult at school or tell their parent.
- Allow your child/friend to talk about their feelings.
- Don't tell your child/friend to hit back – the problem will get worse.
- Avoid threatening the bullies – it often makes things worse.

Prevention:

Within our curriculum, we teach the importance of respecting others and taking responsibility for our own actions. We always address issues such as bullying and we learn how to resolve problems without arguing. Anti-bullying helplines are shared in classes and on display around school. Our school adopts a method of restorative practice this is where children are helped to solve problems. Members of our School Council are committed to raising awareness and creating an anti-bullying ethos. Every year our School Council work with governors, teachers and all pupils to organise an anti-bullying week. During this time, we review our policies.



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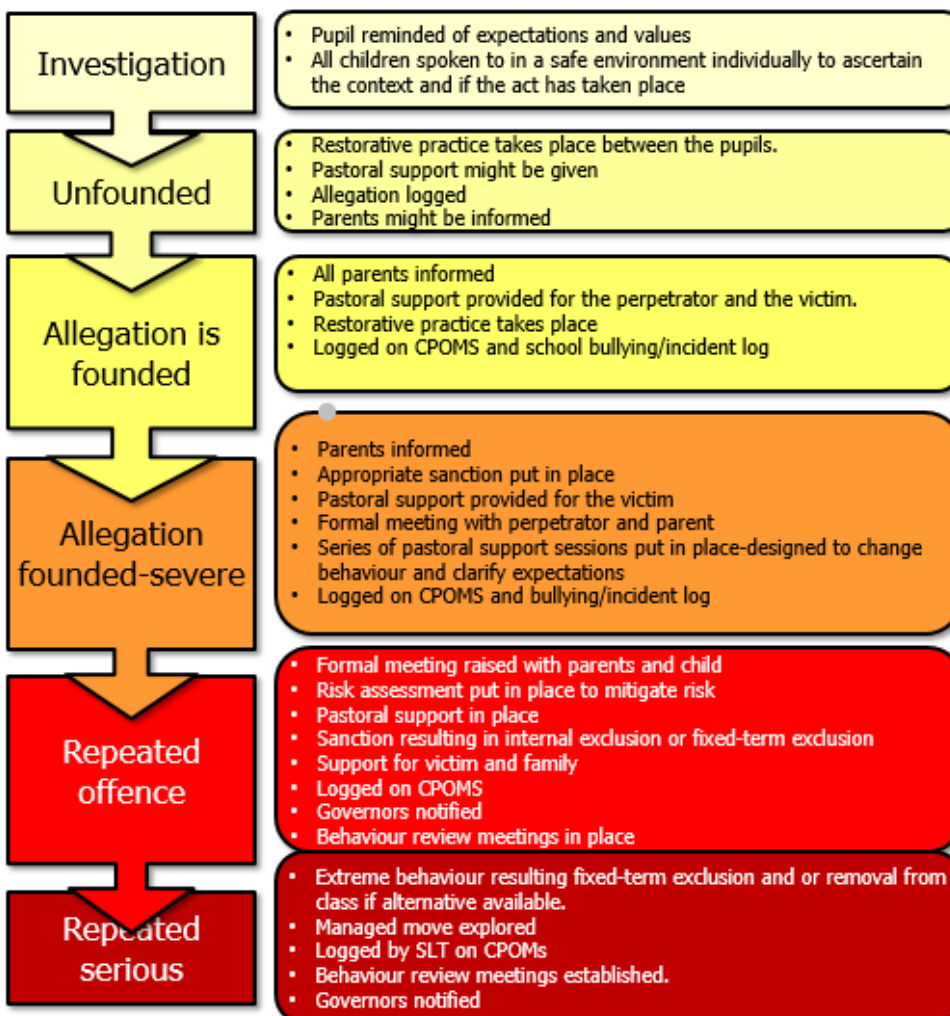
Procedure for reporting an incident of bullying



Bentley High Street Primary School



Strategies to deal with issues of bullying or acts against protected characteristics.



Learning~ Care~ Respect~ Teamwork~ Inclusion~ Enjoyment~ Trust~ Bravery



Dealing with concerns



If you or your child report a concern the below flowchart will be followed

HOW PARENTS CAN RAISE CONCERNS

In the first instance concerns should be brought to the class teacher. You can:

Call and leave a message with the office

01302 874536

Email:

Admin@bentleyhighst.doncaster.sch.uk

HOW CHILDREN CAN RAISE CONCERNS

Concerns can be told to the class teacher or trusted adults.

Children can also put concerns into the class worry box.

Timescale

We aim to investigate all concerns the same day.

Parents will be given an update by the end of the day.

If there is a reason that stops the full investigation for example a child involved is off, we will update parents with the findings so far and update as soon as possible.

INVESTIGATION

The class teacher, or a senior leader depending on the concern, will then investigate.

If other children are involved they will be separated during the investigation.

During an investigation, children will be spoken to individually.

Children are reassured and the concern is discussed calmly and without bias

FINDINGS

Findings will be shared with a senior leader and next steps decided.

BULLYING

If bullying is identified:

- Logged in the bullying records and apams
- All parents informed.
- Key staff made aware to monitor closely.
- Pastoral work with the child who experienced the bullying.
- Work with the children who committed the bullying on the impact of bullying.
- Sanction put in place based on level of bullying.
- Risk assessment in place and reviewed after two weeks.

BEHAVIOUR INCIDENT

If a one-off behaviour incident is identified:

- Logged in our behaviour records.
- All parents informed.
- Key staff made aware to monitor closely.
- Pastoral check-in with the child who experienced the incident.
- Work with the children who committed act to understand the consequences of their actions.
- Sanction put in place based on level of incident.
- Risk assessment in place and reviewed after two weeks.

UNFOUNDED

If the situation was unfounded or misinterpreted:

- Logged in our records.
- Findings fed back to children involved and parents.
- Pastoral check-in with child who raised concerns to reassure and support as needed.
- Key staff made aware to monitor closely.

POSSIBLE SANCTIONS

Stage 2 Incident Time from Break	Stage 3 Incident Time in another classroom during dinner 20/30/20 lunch time support plan	Stage 4 Incident Internal/ External lunch time suspension Missing of after school clubs Missing of school trips	Stage 5 Incident Internal/ external suspension Missing of after school clubs Missing of school trips



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Involvement of SLT

- Phase leaders will be informed of any incidents of bullying and will become involved with persistent or serious cases of bullying.
- Phase leaders will share incidents at SLT meetings.
- Incidents will be reviewed weekly at SLT meetings.
- Persistent case of bullying will be dealt with by the Vice or Principal.



Outcomes

- Class teachers may look at where children sit in class
- Teaching staff and mid-day supervisors are told about the situation.
- Children may be allocated a 'playground buddy' usually an older child to involve them at playtimes.
- Children who keep bullying will have to miss playtimes.
- Individual targets may be used to help children socialise. These may be developed with the school learning mentor.
- Children may have to go home at dinnertime
- Children who have been bullied will be offered support from a learning mentor.
- Children who keep bullying will be offered support from a learning mentor.
- If bullying persists a behaviour strategy meeting may be arranged.
- In severe cases of bullying or persistent bullying; SLT may consider fixed-term exclusion or permanent exclusion.

Within class

- As part of the SMSC curriculum children will learn about the different types of bullying (including cyber-bullying), the signs of bullying and what to do if they feel they or someone else are being bullied.
- All classes partake in anti-bullying week.
- Support hotlines and websites are shared within class and across school.

It is the responsibility of the whole school community to report any incident of bullying.

Children may react to events within their own lives by being nasty to others. This may make them bully. Understanding why children bully is very important. We do not believe in labelling children as 'bullies'

Monitoring and analyse

The SLT and pastoral team analyse incidents of bullying every term identifying key trends, causes and areas of bullying.

Actions are then created and shared with the whole school.

Anti-bullying team

The school has an anti-bullying team made up of a representative from each KS2 class, the Principal, the Vice Principal and mental health lead.

All representatives receive anti-bullying training. The team meet once a half term and create whole school events, activities and support.

Section 2-Anti-discrimination Policy

At our schools we are committed to providing the best education that we can for all our pupils, according to their needs. Our philosophy is built upon the firm belief that all adults and children are valued for the rich diversity they may bring in



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terms of race, culture, age, gender, faith or background.

Within our inclusive ethos we do not tolerate bullying, harassment or unlawful discrimination of any kind. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background.

The expression of challenging and sometimes uncomfortable ideas in their proper context, with a proper respect for the listener, is a necessary part of education. Nothing in this policy is intended to hinder this.

Anti-discrimination law

Schools must follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Aims and Objectives

- Promote the individuality of all our pupils.
- Provide a wide curriculum that fosters positive attitudes, fairness and justice towards all.
- Reflect upon diversity in our community and the wider world.
- Create a positive and inclusive ethos based on respect for diversity.

Types of abuse and discrimination

There are many forms of abuse and/ or discrimination that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is taken seriously by the school and any allegations will be investigated thoroughly by SLT following the anti-bullying procedures and if deemed necessary the inclusion of the police.

Child-on-child Abuse

The school recognises their responsibility to minimise the risk of child and child abuse. Children are supported and educated to report abuse confidently. However, the school acknowledges that some children may not report such abuse. There is a zero-tolerance to any abuse so that acceptable behaviours are known and understood.

The school understands that it is more likely for girls to be victims than boys. There are many different forms of child on child abuse:

- Bullying including cyberbullying
- Abuse in intimate relationships
- Physical abuse
- Sexual abuse and sexual harassment
- Up-skirting
- Unwanted sexual comments and messages, including on social media;

Sexual violence and sexual harassment between children in schools and colleges.

The school follows the KCSIE 2021 Part 5 and the separate guidance 'sexual violence and sexual harassment between children in schools and colleges' to respond to reports of such abuse:

Staff are trained to reassure children that it will be taken seriously. The anti-bullying policy outlines how children can confidently report abuse. If there is a report of abuse, the school will make an immediate risk and needs assessment. This considers:

- The victim, protection and support
- If there have been other victims





- The other children at the school

The school uses the sexual behaviour traffic light tool to support their response to reported allegations.

The school's curriculum ensures that children are educated in developing healthy and respectful relationships including understanding terms such as consent.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass threaten or intimidate someone.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Race/cultural Equality

Racism can be defined as conduct or words which treats an individual or group less favourably than those not of that group, on the grounds of their colour, culture, nationality or ethnic origin, and which is capable of :

- Interfering with their peace and comfort.
- Threatening their safety.
- Impacting on their self esteem or quality of life.
- Demeaning them.

If such conduct (or words) is reported the matter will be investigated thoroughly and appropriate action taken, in line with our Behaviour Policy, to ensure that the incident is not repeated. The incident will be recorded and reported to the Governing Body and forms part of data return to the LA.

It is acknowledged that such conduct, or talk, may sometimes occur through lack of knowledge or understanding, particularly on the part of young children who may be repeating statements. If this is thought to be the case, the opportunity to educate rather than punish will be taken.

Gender Equality

The school adopts the general principle that conduct which treats people differently from, and less favourably than, others on the grounds of their sex or sexual orientation is unacceptable, whether the conduct is that of children or adults, staff,



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visitors or parents.



A particular aspect of this policy is that boys and girls have equal access to the curriculum according to their individual needs, irrespective of their gender. Senior staff monitor progress and attainment and highlight any trends that may suggest inequality of access, so that action can be taken to redress it.

Whereas boys and girls have equal access to appropriate sex and relationships education, this does not necessarily imply they should always have the same lessons together. Where appropriate girls and boys may be taught aspects of this separately and appropriate to their age and understanding.

Religious Equality.

Our Admissions Policy means that children of all faiths or no faith may apply for a place at our school and that 'faith' or 'no faith' criteria do not feature in the procedure. Parents have the right to withdraw their children from RE or Collective Worship in accordance with our RE and Collective Worship Policies.

Behaviour whereby children of faith or no faith have reason to feel threatened by actions or remarks that devalue their beliefs is not tolerated and is dealt with in line with our behaviour policy.

Disability Equality

From 1st October 2004, it became unlawful to discriminate against people with disabilities by hindering them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable reasonable access.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties, as well as those relating to mobility and physical dexterity. The definition also covers certain medical conditions when they have a long-term and substantial effect on everyday life.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, nor vice versa.

We will ensure that pupils with disabilities have an opportunity equal to that of non-disabled pupils to benefit from the education our school provides. We will not treat a pupil with a disability less favourably than others because of his/her disability.

We will make all reasonable adjustments to ensure that a pupil with one or more disabilities is not placed at a disadvantage, and to encourage parents and/or carers to liaise with us to ensure this happens. We will do our best to anticipate the needs of a pupil with disabilities before he/she joins the school.

Adults

Our anti-discrimination policy is applicable to all adults that work or have contact with the school. Incidents of discrimination with or between adults in any of the categories listed above is not tolerated and the same rigorous standards apply, including the reporting of such incidents.

When the Principal and Governors are appointing staff, the same anti discriminatory standards and protocols will apply to all areas where discrimination could occur. An exception to this may be that a candidate's suitability and ability to preserve and develop the religious character of the school may be taken into account.

In addition, adults in our school will not be discriminated against in terms of age, unless it can be objectively justified in the circumstances – i.e. that the act of discrimination is both appropriate and no more than necessary in the particular circumstances to secure a legitimate aim of the school.



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Duty to Promote Equality



All schools are under a duty to promote equality and good relations between people of different race, gender, and those with disability. At our schools we are committed to upholding this principle.

Monitoring and Review

It is the responsibility of the Principal and the Governors to monitor anti-discrimination policy and practice. This monitoring will help to ensure that measures to combat discrimination and promote equality are embedded appropriately in the ethos and practice of the school.

All staff are made aware of the agreed policy and practice of our school, and any improvements thereto.

Appendix 1: Bullying log form

Incident reported by	
Parent's Name	Date
Recorded by	Date
<u>Child's details</u>	
Name:	
Class:	
Description of incident	



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Actions

Appendix 2: Bullying incident report form

School Details: Bentley High Street Primary School, High Street, Bentley DN5 0AA		Name of person completing form:		Date:
		Position:		
Child's details				
Name:				
Age:				
Gender: Male / Female				
Home Carer:	Religion:	Ethnic origin:		
Parents	Christian	Bangladeshi	White British	
Other relative	Buddhist	Black African	White Irish	
LAC	Hindu	Black Caribbean	White other	
	Jewish	Chinese	Any other Asian background	
	Muslim	Roma/ Traveller	Any other black background	
	Sikh	Indian	Any other mixed background	
	Other	Pakistani	Travellers of Irish heritage	
	No Religion	Caribbean	Any other ethnic group	
	None stated	Mixed white/ black	Ethnicity not yet known	
		Mixed white/ Asian	Refused to provide	
Home language:				
Repeat victim: Yes/ No				
Alleged Offender(s) details:				



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(If a number of children were involved please complete the 'alleged offenders form' for everyone involved and attach to this form)

Name:

Age:

Gender: Male / Female

Level of involvement

1 = Very involved 2 = involved 3 = slightly involved 4 = indirectly involved

Home Carer:	Religion:	Ethnic origin:	
Parents	Christian	Bangladeshi	White British
Other relative	Buddhist	Black African	White Irish
LAC	Hindu	Black Caribbean	White other
	Jewish	Chinese	Any other Asian background
	Muslim	Roma/ Traveller	Any other black background
	Sikh	Indian	Any other mixed background
	Other	Pakistani	Travellers of Irish heritage
	No Religion	Caribbean	Any other ethnic group
	None stated	Mixed white/ black	Ethnicity not yet known
		Mixed white/ Asian	Refused to provide

Home language:

Place incident occurred

Classroom		Corridor	
Playground		Outside school	
Dining room		Cyber incident	

Form(s) of bullying

Name calling and teasing		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter/ texts.	
Cyber incident		Other (define)	

Bullying incident related to:

Race		Appearance or health condition	
Disability		Homophobic	
Transphobic		Biphobic	
Sexist		Religion or culture	
Age		Family	
Other (define)		Derogatory language	

Description of incident

Frequency

Once or twice a
Day
Week

Duration







Persisting over a
Week
Month



Month Year		Year	
Several times a Week Month Year			
Action(s) taken – Tick more than one if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities Details:	
Detention (Missed playtime/ lunch) Details:		Fixed term exclusion Details:	
Parents informed		Permanent exclusion	
Other Details:		Learning mentor	
Individual discussion		Group (restorative) discussion	
Actions agreed with victim and perpetrator			
Actions agreed with all parties (shared with parents/ carers)			
Follow up review date:			
Outcome of follow up and further actions taken:			
Has the bullying stopped? Yes / No			
Further actions required:			
Bullying incident reported by			
Print Name		Sign Name	Date
Recorded by		Position	Date



Appendix 3: Child friendly reporting bullying flow chart

<p>1</p>  <p>Tell</p>	<p>Tell a teacher if you or someone you know are being bullied.</p>
<p>2</p>  <p>Investigate</p>	<p>Your teacher will then investigate what has happened with all the children involved.</p>
<p>3</p>  <p>Report</p>	<p>A bullying form will be filled in and kept in the office as a reminder.</p>
<p>4</p>  <p>Restore</p>	<p>All the children involved will join in a session to talk about what has been happening, how it's made you feel and how we can move forward.</p>
<p>5</p>  <p>Parents</p>	<p>Parents of the children involved will be spoken to so they can help support at home. Parents might be asked in for a meeting if your teacher thinks this will help.</p>
<p>6</p>  <p>REVIEW</p>	<p>Another session will be had where your teacher can check how things are going. <i>Please tell your teacher before this session if the bullying is still happening so they can make sure you are being supported!</i></p>