



# Alderman Knight

## Anti-Bullying and Hate Policy

Date Reviewed	July 2020
Reviewed By	Hannah Silverthorn – Assistant Head Alex Cameron – Designated Safeguarding Lead
Next Review Due	July 2022
Ratified by Governors	

## Context:

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty. It replaces the three previous public sector equality duties with 7 categories of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

## Definitions of bullying, hate and Peer-on-peer abuse:

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 (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of disability, mental health, race, Gypsy, Roma and Traveller children, religion, gender, sexual orientation (LGBTQ+), alternative sub-culture 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.

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".

Defining these with pupils is an on-going process that is reinforced by all staff, and specifically in PSD lessons and tutor time. Pupils at AKS are taught at age-appropriate times (and according to individual need and understanding) about bullying. For example, pupils will explore the misuse of the word 'gay' and about stereotypes and whether children get picked on for not behaving in 'typical' gender way. Older pupils will explore anti-gay language and whether 'gay' pupils feel safe in school. Children are aware of LGBTQ+ bullying and ways to stop it. At appropriate time for individual pupils and classes, pupils discuss non-traditional family units such as same sex families.

## Peer-on-peer abuse:

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse, when a child abuses another child. The types of abuse include, but may not be limited to, bullying (including cyberbullying), gender based violence, sexual assaults and harassment, physical abuse or sexting. **Staff should be aware of the implications and ensure that any type of abuse should never be tolerated or passed off as 'banter' or 'just having a laugh'.** Policy and procedures are outlined within the Behaviour Support Policy and Safeguarding Policy with regards to peer on peer abuse.

Bullying/peer on peer abuse can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence

- **Racist** racial taunts, graffiti, gestures, name calling
- **Sexual** unwanted physical contact, sexually abusive comments or inciting sexting
- **Homophobic** because of or focussing on the issue of sexuality and/or gender identity (to include LGBTQ+)
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** all areas of internet, such as email, internet chat room or social media misuse, mobile threats by text messaging & calls, misuse of associated technology i.e. camera & video facilities

### 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.

### Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

For further information including procedures for responding to a sexting incident please see the Behaviour Support Policy.

### Statement of Intent

Alderman Knight School is 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 or hate related incidents of any kind are unacceptable at our school. If these do 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 is expected to tell members of staff. Pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and hate incidents, and follow it when these are reported.
- All pupils and parents should know what the school policy is, and what they should do if bullying or hate incidents arises.
- As a school we take bullying and hate incidents seriously. Pupils and parents should be assured that they will be supported when incidents are reported.
- Neither bullying or hate incidents will be tolerated.

## Signs and Symptoms

A pupil may indicate by signs or behaviour that they are a victim of bullying or hate related activity. Adults should be aware of these possible signs and that they should investigate if a pupil:

<ul style="list-style-type: none"><li>▪ is frightened of getting to or from school</li><li>▪ doesn't want to go on their transportation</li><li>▪ begs to be taken to school</li><li>▪ changes their usual routine</li><li>▪ is unwilling to go to school</li><li>▪ begins to truant</li><li>▪ becomes withdrawn anxious, or lacking in confidence</li><li>▪ starts stammering</li><li>▪ attempts or threatens suicide</li><li>▪ runs away</li><li>▪ cries themselves to sleep at night or has nightmares</li><li>▪ feels ill in the morning</li><li>▪ begins to do poorly in school work</li><li>▪ comes home with clothes damaged</li></ul>	<ul style="list-style-type: none"><li>▪ has possessions which are damaged or "go missing"</li><li>▪ asks for money or starts stealing money</li><li>▪ has monies continually "lost"</li><li>▪ has unexplained cuts or bruises</li><li>▪ becomes aggressive, disruptive or unreasonable</li><li>▪ is bullying other children or siblings</li><li>▪ stops eating</li><li>▪ is frightened to say what's wrong</li><li>▪ gives improbable excuses for any of the above</li><li>▪ is afraid to use the internet or mobile phone</li><li>▪ is nervous and jumpy when a cyber message is received</li></ul>
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These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures to respond to incidents of bullying

1. Report incident to staff.
2. Record to be made by staff of the incident on the Behaviour Manager system.
3. The appropriate sanction will be instigated for the pupil concerned. In serious cases, suspension or even exclusion will be considered.
4. In serious cases parents will be informed and will be asked to come in to a meeting to discuss with a member of SLT.
5. If necessary and appropriate, police will be consulted by SLT.
6. The behaviour or threats of these types of behaviour must be investigated and the incidents stopped quickly.
7. An attempt will be made to help the pupil change their behaviour.
8. The pupil may be asked to genuinely apologise to others involved. Other consequences may take place.
9. If possible, reconciliation will occur between all those involved.

