

Introduction

At Redhill Primary School, we aim to provide a safe, caring, and friendly environment for all learning, for all pupils. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity. We recognise that as a school, we have a responsibility to understand the community we serve and operate a proactive curriculum to support the teaching of potential threats to their health and safety. We therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and external agencies where appropriate.

Redhill is aware of its legal obligations including the Equality Act 2010.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting and initiation/hazing type violence and rituals.

Sexist and sexual bullying

Sexual Harassment -unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded, or humiliated and /or create a hostile, offensive or sexualised environment.

What does bullying look like?

Bullying behaviour can be but is not limited to:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social Exclusion, inappropriate behaviour over online learning platforms.
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation, and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the bystanders or accessories.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying- 9 protected characteristics

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Gender reassignment
- Marriage or in a civil partnership
- Pregnancy or maternity
- Disability
- Race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- Religion, belief or lack of religion/belief

- Sex /gender
- Sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident using our incident book and MyConcern.

Other vulnerable groups include:

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability.

Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different. Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Hate crime, Hate Incident and Bullying

A hate incident is one that is motivated by hostility or prejudice against the victim for one or more of the following characteristics or presumed characteristics:

- race
- religion
- sexual orientation
- transgender identity
- disability.

Examples of hate incidents include:

- verbal abuse like name calling or offensive jokes
- harassment

- *bullying or intimidation*
- *physical attacks such as hitting, punching, pushing or spitting*
- *threats of violence*
- *hoax calls, abusive phone or text messages or hate mail*
- *online abuse, for example on social media*
- *displaying or circulating discriminatory literature or posters*
- *harm or damage to things like your home, pet or car*
- *graffiti*
- *arson*
- *throwing rubbish into a garden*
- *malicious complaints.*

A hate crime is an offence in which there has been aggravation based on prejudice of any of the 5 characteristics listed above. You might have been attacked because someone thought you were a particular type of person, for example of a particular race, even when you're not.

Examples of Hate Crime

- *assault*
- *breach of the peace*
- *sexual assault*
- *burglary*
- *harassment*
- *racially or religiously motivated attacks (these are specific offences)*
- *theft*
- *murder*
- *fraud*
- *hate mail (malicious communications).*

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- *hacking into someone's accounts/sites*
- *Posting prejudice /hate messages*
- *Impersonating someone online*
- *Public posting of images*
- *Exclusion*

- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our Online Safety and Relationships and Sex Education policy) and encourage good online behaviour. We will ensure that our children are taught safe ways to use the internet (through the National Online Safety programme which is embedded into our Society curriculum) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- Parents/Carers: Concerns should be reported to any adult in school who will notify the Headteacher.
- Children are encouraged to: Speak to an adult in school or their parents. A list of 'who we can talk to' can be found in the children's anti-bullying resource.

Curriculum/Whole-School Strategies

- Ensuring that Redhill actively promotes the celebration of difference and diversity as part of the Antlers
- Society lessons-RSE and PSHE including work on challenging prejudice- related language and behaviour and challenging unconscious bias alongside work from NOS around Cyberbullying and internet safety
- Celebration events
- Anti-Bullying Week
- Pupil Voice (CORS mental health check)
- Visits from external agencies (e.g. NSPCC etc)
- Modelling of positive relationships (Pivitol)
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Support for parents/carers

- Parent information distributed by newsletters, the school website and social media and ClassDojo
- Information sessions and parent workshops offered
- Signposting to external agencies

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities (Pivitol, Lunchtime supervisor workshops)
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of RSHE related curriculum areas

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Useful organisations

Mencap - www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall - www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) - www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out - www.schools-out.org.uk

Childnet International - www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC - <https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources>

National Online Safety - Supports the teaching of cyberbullying and online relationships

<https://nationalonlinesafety.com/training/search?search=&sort=new&cat=explainer-videos&type=>