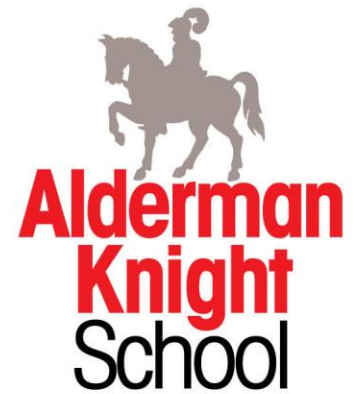


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Anti-bullying and Hate Policy

Context:

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers 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 (Lesbian, gay, bi-sexual and transgender+), 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 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 homophobic/transphobic 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 outlined within the Behaviour and Anti-bullying and Hate policies 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 (to include Lesbian, gay, bi-sexual and transgender)
- **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.

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 the staff.

Pupils will 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 child may indicate by signs or behaviour that he or she is a victim of bullying or hate related activity. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of getting to or from school
- doesn't want to go on their transportation
- begs to be taken to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- comes home with clothes damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report incidents to staff
2. In cases of serious incidents they will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The behaviour or threats of these types of behaviour must be investigated and the incidents stopped quickly
6. An attempt will be made to help the perpetrators change their behaviour
7. The perpetrators may be asked to genuinely apologise. Other consequences may take place.
8. In serious cases, suspension or even exclusion will be considered
9. If possible, the pupils will be reconciled
10. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated behaviour does not take place.
11. The school will record and keep a log of serious incidents at the school.

Alderman Knight School aims to create and maintain a safe environment for children and to manage situations where there are child welfare concerns. The school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with recommendations made by the Gloucestershire Safeguarding Children Board. Please refer to the school's Safeguarding Children/Child Protection Policy.

Sexting

What is it?

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.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic

Why young people do it?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it'
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

What the law says?

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

How we will protect children from the risks?

If a young person tells you they've been involved with sexting, it's important to remain calm and be understanding. You should follow the school's policy and procedures.

Try and find out:

- if it's an image, video or message
- how the young person is feeling
- how widely has the image been shared and with whom
- if there were any adults involved
- if it's on a school or personal device

If the images were not intended to cause harm and the young people involved have given consent, the decision can be made to handle the incident within the school.

Avoid looking at the image, video or message. If it's on a device belonging to the school, it needs to be isolated so that nobody else can see it. This may involve blocking the network to all users.

Details of the incident and the actions taken must be recorded in writing by the person responsible for child protection within the school.

Contact the police and children's social care if:

- somebody involved is over the age of 18 or under the age of 13
- there are concerns about the ability to give consent
- the images are extreme or show violence
- the incident is intended to cause physical or emotional harm

- there's reason to believe that the young person has been blackmailed, coerced or groomed

If there is the possibility a child is in immediate danger - call the police on 999.