

# Warren Farm Primary School



## Policy for Anti-Bullying

Date of Last review	12/10/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

# ANTI-BULLYING POLICY

## 1. Context

THE EDUCATION AND INSPECTIONS ACT 2006

- There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

*Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.*

*Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff. This can relate to bullying incidents occurring anywhere e.g. at local shops or cyber-bullying.*

- The measures taken by schools with regard to behaviour and bullying prevention *MUST* be communicated to all staff, parents and pupils.
- This policy reflects 'The Department for Education' guidance for schools entitled 'Preventing and Tackling Bullying - Advice for school leaders, staff and governing bodies' (2014).

## 2 Definition

- DFE guidance defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".
- Definitions are different and individuals have different experiences, however from the accounts we have heard from children and young people we consider that bullying may be:

*Repetitive, wilful or persistent.*

*Intentionally harmful, carried out by an individual or a group.*

*An imbalance of power, leaving the victim feeling defenceless.*

- This policy reflects this guidance and the principles enshrined therein. Warren Farm recognises, the very serious nature of bullying and the negative impact that it can have on the lives of pupils.

## Aims and Objectives

### Aims

At Warren Farm we aim to create:

- ✚ A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity.
- ✚ A school-wide approach; to raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour.
- ✚ A shared understanding of what bullying is and its impact.

### Objectives

At Warren Farm we achieve our aims by:

- ✚ Encouraging pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- ✚ Promoting respectful relationships across the school community.
- ✚ Implementing education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils and explicitly address the issues of bullying. (As per identified in ...)
- ✚ Ensuring comprehensive supervision and monitoring.
- ✚ Consistently recording, investigating and following up of bullying behaviour.
- ✚ Constantly evaluating the effectiveness of the anti-bullying policy.

## Bullying within School

- **The school does not tolerate bullying of any kind.** If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We encourage all children to 'speak out' and say 'NO' to any behaviour by others that bothers them.
- Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence and low self-esteem. Bullying generally fits into one or two categories: emotional and physically harmful behaviour.
- **Bullying can include the following:**
  - ✚ Physical (kicking, hitting, pushing, taking belongings)
  - ✚ Verbal and Emotional (Name calling, taunting, mocking, making offensive comments, racist remarks, sarcasm, spreading rumours, teasing, swearing, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) damage to reputation, identity theft/impersonation, revealing personal information, threats.
  - ✚ Damage to property e.g. graffiti, personal property.
  - ✚ Indirect (spreading rumours, gossiping, excluding someone from social groups.)
  - ✚ Inciting others to bullying behaviour e.g. encouraging pupils with SEN to bully others so that they receive the consequence rather than the instigator.
  - ✚ Literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia.
  - ✚ Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.
  - ✚ Racist - racial taunts, graffiti, gestures.
  - ✚ Sexual - unwanted physical contact or sexually abusive comments.
  - ✚ Homophobic because of, or focusing on the issue of sexuality.
  - ✚ Cyber All areas of internet, such as e-mail & internet chat room misuse (e.g. Facebook, Instagram,) video hosting sites (You Tube) Instant messaging.
  - ✚ Mobile threats by text messaging, calls and photos.
  - ✚ Misuse of associated technology, i.e. camera & video facilities.
  - ✚ Webcam.
  - ✚ Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too.)

- ✚ Related to home circumstances (e.g. young carers or children in care.)
- ✚ Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence.)
- ✚ Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention.)
- ✚ Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people.)

## **Bullying outside school premises**

- Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises.

*'Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.'*

This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops.

- ✚ Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher may consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour is found to be criminal or poses a serious threat to a member of the public, the police will always be informed.

## Signs and Symptoms

- Creating a safe environment is everyone's responsibility. It requires commitment to ensuring physical safety and emotional wellbeing, thereby promoting emotional and social competence and positive relationships. Early identification and intervention is an important preventative measure.
- A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
  - ✚ Is frightened of walking to or from school or doesn't want to go on the school / public bus.
  - ✚ Begs to be driven 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 torn or books damaged.
  - ✚ Has possessions which are damaged or "go missing."
  - ✚ Asks for money or starts stealing money (to pay bully.)
  - ✚ Has dinner or other monies continually "lost."
  - ✚ Has unexplained cuts or bruises.
  - ✚ Comes home hungry (money / lunch has been stolen.)
  - ✚ 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.

## Response & Interventions

### RESPONDING TO BULLYING

- **BULLYING ALLEGATIONS** - bullying allegations can come in from a number of different sources including from the child, child's friend, parent/carer or staff member and all will be taken seriously and acted upon. Allegations may be reported in a variety of ways:-

✚ Direct - through face to face contact with school staff.

✚ Indirect - through a note to the teacher or other staff.

- Interventions will be used as appropriate and in consultation with all parties concerned.
- Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Mr S. Taylor - Head Teacher.

Mrs M. Nandhra - Deputy Head Teacher.

Mrs S. Bradley - EYFS Lead.

Mrs N. Wood - KS1 Lead

Mrs C. Wilson - LKS2 Lead

Ms E. Cook - UKS2 Lead

Pupils who have been bullied will be supported by:

- ✚ Offering an immediate opportunity to discuss the experience with the Head Teacher or member of staff of their choice.
- ✚ Reassuring the pupil.
- ✚ Offering continuous support.
- ✚ Helping to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- ✚ Discussing what happened.
- ✚ Discovering why the pupil became involved.
- ✚ Establishing the wrong doing and need to change.
- ✚ Informing parents or guardians to help change the attitude of the pupil.

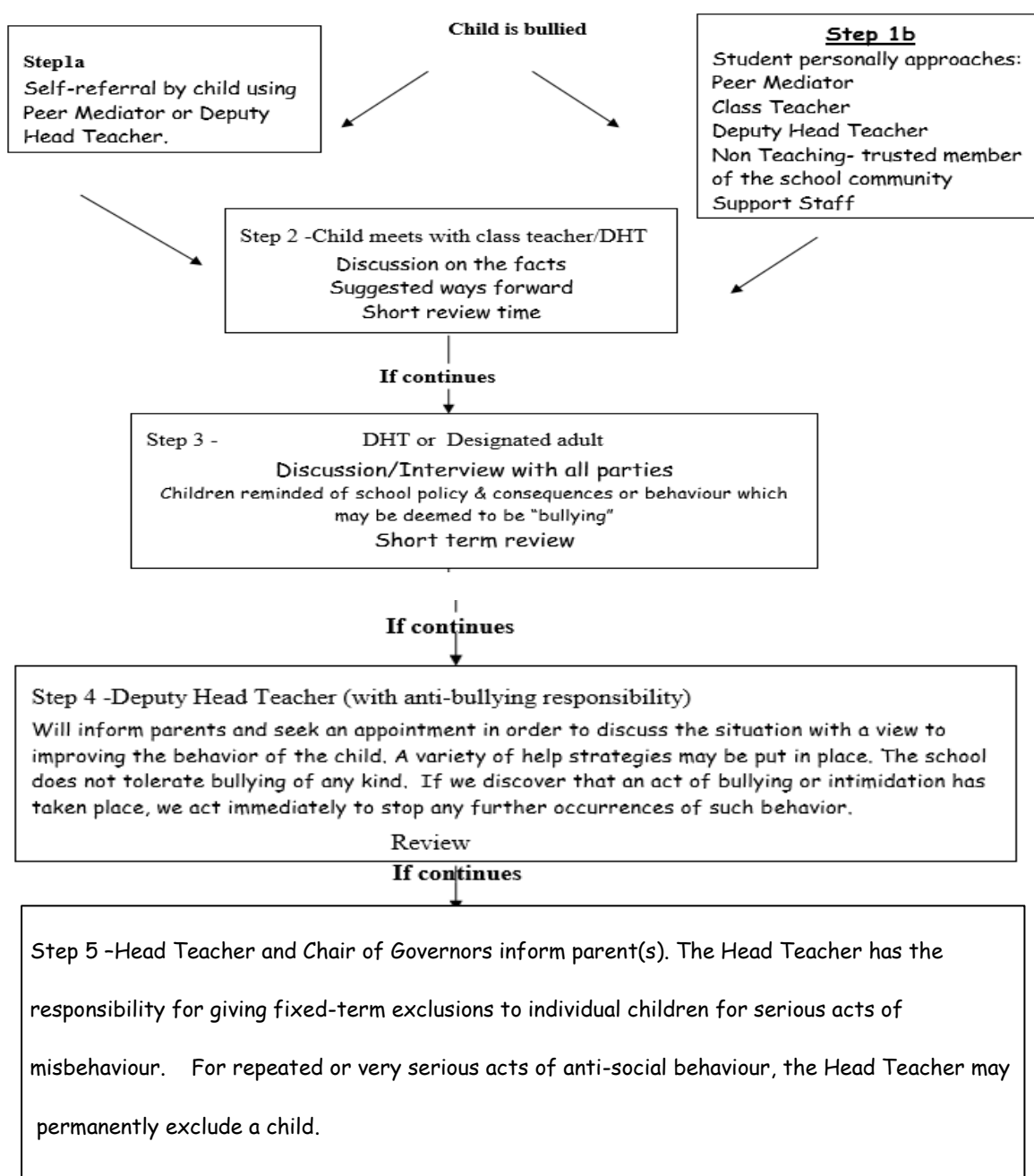
The following disciplinary steps can be taken:

- ✚ Official warnings to cease offending.
- ✚ Engagement with the child doing the bullying to reinforce that their behaviour is a breach of school rules and is unacceptable.
- ✚ Loss of school privileges.
- ✚ Y6 -withdrawal of specific responsibilities e.g. Family Group Leaders.
- ✚ Withholding participation in out of school activity (if not an essential part of the curriculum.)
- ✚ Exclusion from break times.
- ✚ Exclusion from certain areas of school premises.
- ✚ Behaviour report.
- ✚ Internal exclusion.
- ✚ Minor fixed-term exclusion.
- ✚ Major fixed-term exclusion.
- ✚ Permanent exclusion.
- ✚ Involving parents.



Below is an outline of the procedure taken by the school when an act of bullying has been identified or reported.

## BULLYING PROCEDURE FLOW CHART



## **Monitoring and Support**

- Bullying situations will be monitored by the Deputy Head Teacher, Mrs Nandhra. She will liaise with the class teacher, other appropriate staff and outside agencies if involved. A follow up conversation will occur with the child after a couple of weeks to check on progress.
- Children, parent/carers and school staff will be supported by the Deputy Head Teacher or outside agencies after incident.

## **Schools strategy for prevention - whole school**

- It is the responsibility of all within the school to maintain the ethos and discipline codes, which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline.
- The following actions take place within the school to consistently and continually prevent cases of bullying within our setting.
  - ✚ Awareness weeks / Assemblies - Education of what bullying is?
  - ✚ School council.
  - ✚ Adult role modelling of positive relationships and communication.
  - ✚ Developing a restorative ethos and culture that supports the development of social and emotional skills. (Mediators.)
  - ✚ Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
  - ✚ Involve Parents to ensure that they feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and for them to reinforce the value of good behaviour at home.
  - ✚ Regularly evaluate and update our approach and policy to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
  - ✚ Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

- ✚ Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.
- ✚ Create an inclusive environment. We create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- ✚ The use of specific organisations and resources for help with particular problems. School draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- ✚ Provide effective staff training.
- ✚ Supervision of all accessible areas of the school, such as corridors, garden areas.

### **Schools strategy for prevention – Class level**

- ✚ Curriculum work involving a range of methods used to approach and deal with the subject of bullying – this includes literature; audio-visual materials/videos; drama/role play; music; debates; workshops; and group work.
- ✚ Teaching the children that using any prejudice based language is unacceptable.

### **Schools strategy for prevention – Individual Level**

- ✚ Children taking responsibility for our school's ethos, through the use of; Mediators, Family group leaders and Playground Pals.
- ✚ PSHE programme of work including S.E.A.L. (social and Emotional Aspects of Learning)
- ✚ Ensuring that all pupils know how to report bullying so that they are assured that they will be listened to and incidents acted upon.

- ✚ Celebrate success- Marvellous Me/Celebration assemblies.  
Celebrating success is an important way of creating a positive school ethos around the issue.
- ✚ Internet use policy, which states that children should not access social networking sites in school or the Internet without an adult being present.
- ✚ Children are not allowed to be in possession of mobile phones during the school day.

## **Curriculum**

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, surveys, assemblies, values discussions, staff training and subject areas, as appropriate, in an attempt to eradicate such behaviour.

## **Anti-Bullying Complaints**

We strive to be a school where parents and carers are more than satisfied with what we do to support every child, especially in difficult situations. Sometimes situations arise where parents and carers feel that the right strategies are not in place to deal with a bullying situation. Good communication should resolve this problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems.

If the problem persists parents and carers may wish to complain. A complaint about the conduct of the Head Teacher should go to the Chair of Governors,

## **Who to contact**

Often the child's class teacher will be able to deal with the matter and answer any questions. More serious problems may require the intervention of a senior member of staff or the head teacher. Most problems can be solved in this way.

### **Formal complaint – *see complaints policy***

After exploring all other avenues a formal complaint may be made to the governing body by sending a letter to the chair of governors at the school address.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks them to conduct an investigation into the case and to report back to the chair of governors

A copy of the School Complaints Policy is available from the school office.

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

This Policy also needs to be read in conjunction with the following policies:

-  Attendance Policy,
-  Community Cohesion Policy,
-  Complaints Policy and Procedure,
-  E-safety Policy,
-  Health and Well-Being Policy,
-  Healthy Relationship Policy,
-  Inclusion Policy,
-  Internet Safe Use Policy,
-  Keeping Children Safe in Education Policy,
-  Pastoral Policy,
-  Race Equality Policy,
-  Safeguarding and Child Protection.
-  Peer-on-Peer Abuse Policy

### **Monitoring, Evaluation and Review**

The school will review this policy regularly and assess its implementation and effectiveness.




This policy will be reviewed annually.

### Sources of further information support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Stonewall		<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
The Children's Legal Centre	0800 783 2187	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>
The Office of the Children's Commissioner		<a href="http://www.childrenscommissioner.org.uk">www.childrenscommissioner.org.uk</a>

### Further sources of information:-

-  DfE Behaviour and Discipline in Schools Guidance
-  Preventing and Tackling Bullying - Dfe Guidance (2014)
-  Supporting children and young people who are bullied: advice for schools

### **Legislative links**

- ✚ Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010.
- ✚ Power to tackle poor behaviour outside school.
- ✚ The Equality Act 2010.

### **Specialist organisations**

- ✚ The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- ✚ Kidscape: 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. They also offer specialist training and support for school staff, and assertiveness training for young people.
- ✚ Restorative Justice Council: Includes best practice guidance for practitioners 2011.

### **Cyber-bullying**

- ✚ ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- ✚ Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- ✚ Digizen: provides online safety information for educators, parents, carers and young people.
- ✚ Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## **LGBT**

- 🌈 EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- 🌈 Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- 🌈 Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- 🌈 Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- 🌈 Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

## **Racism**

- 🌈 Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- 🌈 Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.








## **Appendix 1**

### **BULLYING - A CHARTER FOR ACTION**

#### **WARREN FARM PRIMARY SCHOOL**

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our School Community:

-  Discusses monitors and reviews our anti-bullying policy on a regular basis.
-  Supports staff to identify and tackle bullying appropriately.
-  Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
-  Reports back quickly to parents/carers regarding their concerns on bullying.
-  Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/voluntary organisations when appropriate.

## Appendix 2



### Warren Farm Primary School Template for recording bullying behaviour

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Source of bullying concern/report**

(tick relevant box(es)) \*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents (tick**

(tick relevant box(es)) \*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

**5. Name of person(s) who reported the bullying concern**

\_\_\_\_\_

**6. Type of Bullying Behaviour (tick relevant box(es)) \***

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

**8. Brief Description of bullying behaviour and its impact**

--

**9. Details of actions taken**

--

Signed ..... (Relevant Teacher)

Print name .....

Date .....

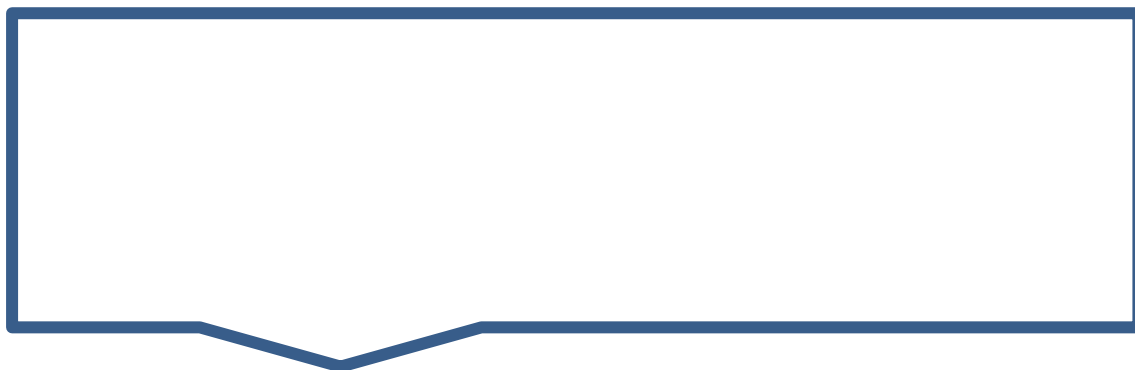
Date submitted to Head teacher .....

## Appendix 3

### Reflection Sheet

#### What's happening? /happened?

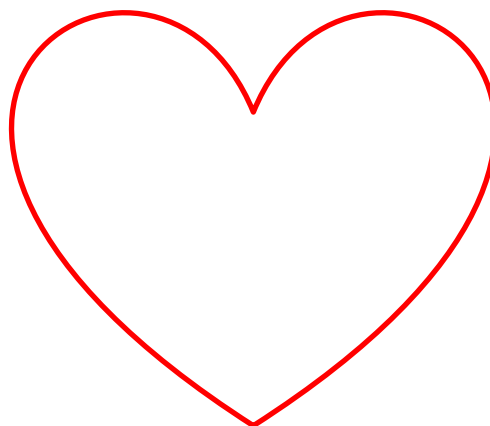
Use this space to write or draw what's happening/happened.



What were you thinking at the time?



And feeling inside?



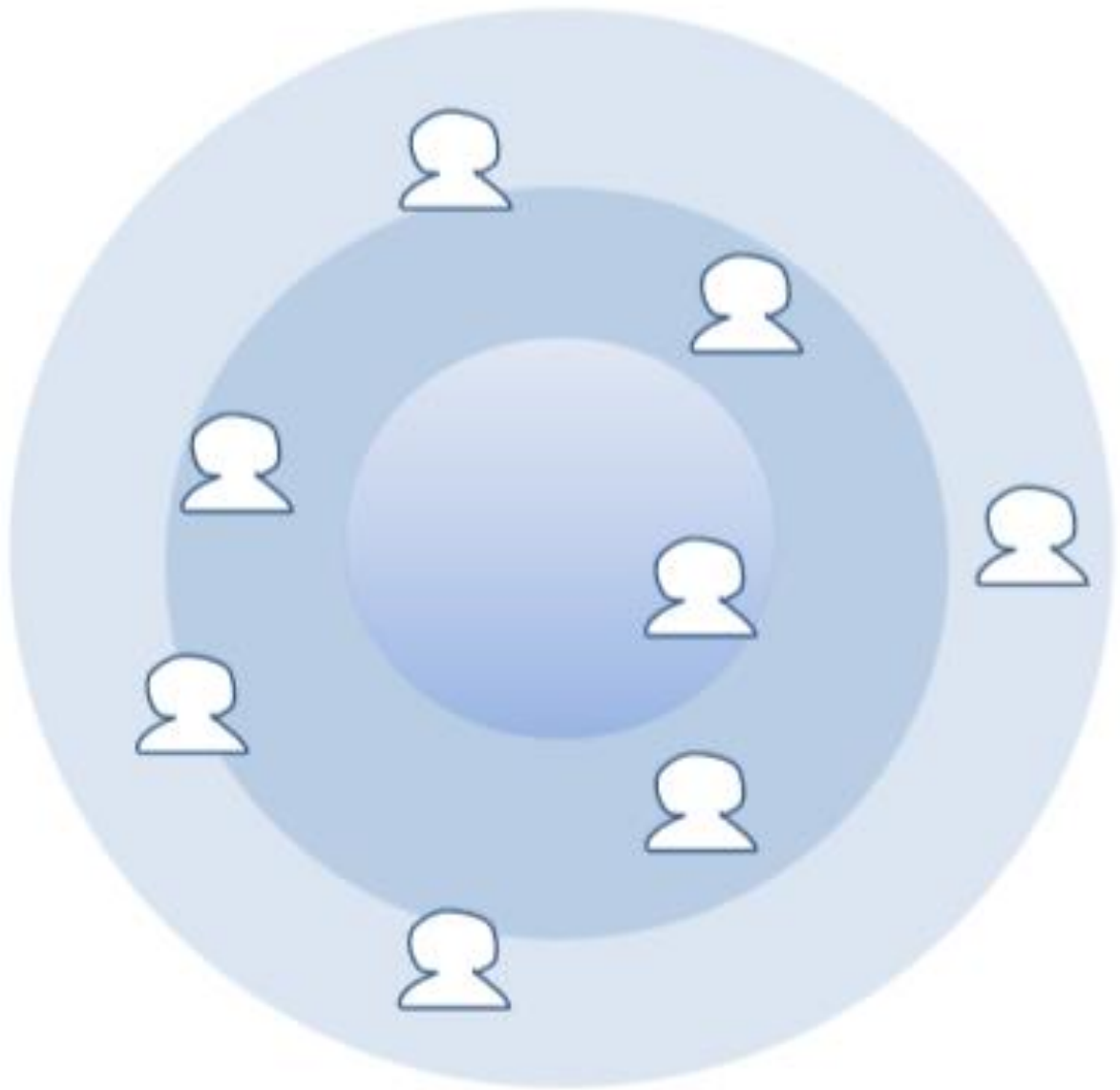
What are you thinking now?



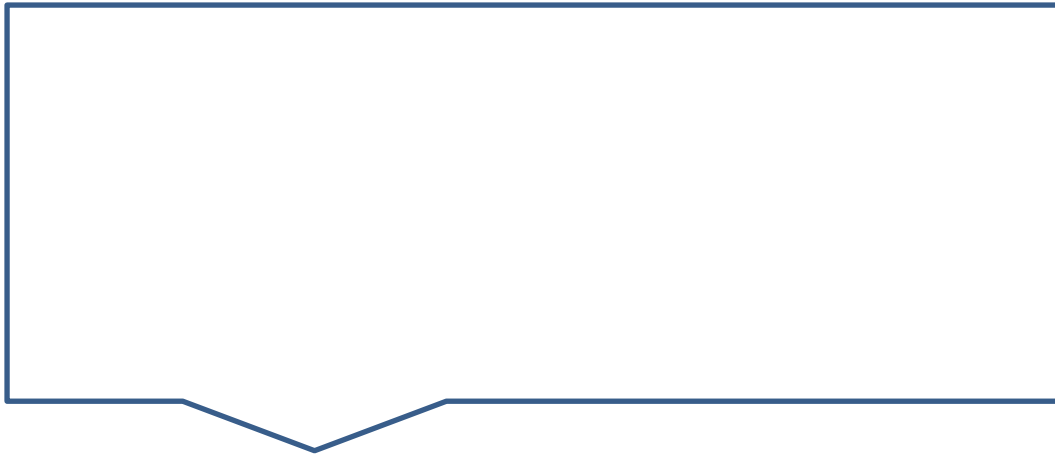
And feeling inside?



Who else has been affected/hurt? Try and think who the other people are and how they might be feeling about what happened. Put yourself in their shoes.



What needs to happen to put things right/move forwards?



What could help things be different next time? Who could help?







## Appendix 4







### INFORMATION FOR PUPILS

#### BULLYING - Don't Suffer in Silence Information for Pupils







If you are being bullied:

-  Try to stay calm and look as confident as you can.
-  Be firm and clear - look them in the eye and tell them to stop.
-  Get away from the situation as quickly as possible.
-  Tell an adult what has happened straight away.

After you have been bullied:

-  Tell a teacher or another adult in your school.
-  Tell your family.
-  If you are scared to tell an adult by yourself, ask a friend to come with you.
-  Keep speaking up until someone listens and does something to stop the bullying.
-  If your school has a peer support service, use it.
-  Don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about:

-  What has happened to you?
-  How often it has happened?
-  Who is involved?
-  Who saw what was happening?
-  Where it happened?
-  What you have done about it already?

If you find it difficult to talk to anyone at school or at home, ring Child Line, Free phone 0800 1111, or write, Freepost 1111, London N1 0BR. The phone call or letter is free. It is a confidential helpline.

## Appendix 5

### INFORMATION FOR PARENTS AND FAMILIES







Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Here are some examples of some signs that may suggest there is a problem.

Look out for:

-  Excuses to miss school, such as stomach complaints or headaches (or your child may be skipping school altogether.)
-  Torn clothes, school things that are missing or broken or lost money.
-  More bruises or scrapes than usual.
-  Signs of stress - being moody/silent or crying, or bullying a younger sibling or friend.
-  Bed wetting (usually in younger children.)
-  A change in eating habits.

There could be other reasons for these symptoms, so don't jump to conclusions. Is there anything else bothering your child? Have there been changes in your family like a new baby, a divorce or separation? Talk to your child and listen to what is worrying them.

Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.



If your child has been bullied:

- + Calmly talk to your child about it.
- + Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- + Reassure your child that telling you about the bullying was the right thing to do.
- + Explain that any further incidents should be reported to a teacher immediately.
- + Make an appointment to see your child's class teacher.
- + Explain to the teacher the problems your child is experiencing.

### **National Support - Helplines and Links**

Anti-Bullying Alliance - <https://www.anti-bullyingalliance.org.uk/>

Beatbullying - <https://www.bullying.co.uk/>

Kidscape - <https://www.kidscape.org.uk/>

## Appendix 6

### **GUIDANCE - DEALING WITH HOMOPHOBIC NAME CALLING**





*'Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure this is the case.'*

Schools must promote equality of opportunity and foster good relations. This means doing more than just tackling homophobic, biphobic and transphobic bullying by taking proactive steps to support LGBT pupils, as well as pupils who don't conform to gender norms, by promoting respect and understanding of LGBT people and issues across the whole school community.

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

### **Principles**

#### **The Law**

-  Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.
-  Equality Act 2010 The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.
-  The Department for Education requires all schools to publish information to show how they are complying with this duty. Schools should set and publish specific and measurable equality objectives, for example reducing levels of homophobic, biphobic and transphobic bullying.
-  The Equality Act 2010 applies gender reassignment to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex. This means that schools must protect any pupil taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and

the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

- 🌈 Education and Inspections Act 2006 Schools have a duty to promote the safety and well-being of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.
- 🌈 Ofsted - inspectors are explicitly directed to look at a school's efforts to tackle bullying based on sexual orientation and gender identity. They may also look at how the school supports the needs of distinct groups of pupils, such as lesbian, gay, bisexual and trans pupils or pupils from LGBT families.

### ***Safe To Learn, Embedding Ant- Bullying work in Schools - Homophobic Bullying DCSF 2007***

#### **What does it look like?**

**Homophobic bullying** is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. Homophobic bullying is often targeted at pupils who have lesbian, gay or bisexual family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way. For example - a boy repeatedly being called 'gay' for holding hands with another boy - a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other pupils because she has short hair.

**Biphobic bullying** is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase. For example - a bisexual pupil

receiving ongoing namecalling and jokes about being 'greedy' because they are attracted to boys and girls.

**Sexist language** There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category. For example The word 'girl' is sometimes used to mean that something or someone is rubbish or less worthy. - 'Don't be such a girl' or 'you kick like a girl'.

Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.

We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school.

If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this.

### **Responding to an Incident**

If we hear a child using homophobic language we will address it, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

### **EXAMPLE RESPONSES TO HOMOPHOBIC, BIPHOBIC OR TRANSPHOBIC LANGUAGE**

**Establish understanding** 'Do you know what that word means?' 'What do you mean by 'that's so gay!?' 'What did you mean by saying he kicks like a girl?' 'Do you understand why its wrong/hurtful to use that word?' Explain meaning.) 'Gay/lesbian/bisexual/trans is a word we use to describe [...], not a nasty word to use against people.' 'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.'

**Use empathy** 'How do you think you would feel if someone called you names like that?' 'That language is really hurtful/unkind to me and others.' 'It is really disappointing to hear you using language that makes other people feel bad.'

**Challenge directly** 'You know that that language is absolutely unacceptable.' 'Why are you saying that word?' 'How can a pair of trainers be gay?' 'If you mean rubbish, you should use the word rubbish.'

**Link to school ethos and policy** 'In this school we don't use language like that. We are kind, respectful and caring to everyone.' 'It's important that everyone can be themselves.' 'We are all unique and deserve to be respected/valued/loved by others.' 'We don't pick on people because of the way they look.'

If you wish to read further: please visit [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) and read Safe to Learn, the overarching guidance on bullying and the supplementary guidance: Homophobic Bullying. Cyberbullying There is also material on countering racist bullying.

### **How to find information in your local area**

Use Stonewall's 'What's in my area' database where you can search for organisations and LGBT youth groups by 'type' and 'region'  
[www.stonewall.org.uk/whatsinmyarea](http://www.stonewall.org.uk/whatsinmyarea) • Contact your local authority or look at their web pages for young people • Call the Stonewall Information Service on 08000 502020 or tweet @stonewallukinfo with your question.

## Appendix 7

1.2 The United Nations Declaration of the Rights of the Child states that all children have the right to have the following regardless of race, colour, sex, language, religion, political or other opinion, or national or social origin:

- ✚ The right to grow up in a healthy and normal way - free and with dignity.
- ✚ The right to have a name and be a member of a country.
- ✚ The right to good food, housing and medical care.
- ✚ The right to special care if disabled in any way.
- ✚ The right to love and understanding, preferably from parents.
- ✚ The right to go to school for free, to play, and to have an equal chance to be what they are and learn to be responsible and useful.
- ✚ The right to be among the first to get protection and relief.
- ✚ The right not to be harmed, or to be hired for work until old enough.
- ✚ The right to be brought up in a spirit of peace and friendship.