



Illogan School Anti-Bullying Policy

Objectives of this Policy

Illogan School Anti-Bullying Policy outlines what Illogan School will do to prevent and tackle bullying.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn, work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**”.

Bullying includes: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
 - Bullying related to special educational needs
 - Bullying related to appearance or health conditions
 - Bullying related to sexual orientation
 - Bullying of young carers or looked after children or otherwise related to home circumstances
 - Sexist or sexual bullying
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Identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying
- Actively create "safe spaces" for vulnerable children and young people
- Keep a record of **any** online incidents in an e-safety incident log book.

Involvement of pupils / students

We will:

- Regularly canvass children and young people's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents / carers know where to access independent advice about bullying
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying



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Hate Crimes

Hate crimes are any incidents, whether a crime or not, motivated by hostility or prejudice towards an individual due to their race, religion, sexual orientation, gender identity or disability.

Protected characteristics

race – a person's ethnicity, nationality, country of origin, skin colour, etc.

religion – a person's religion or faith, even if they have no religion.

sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.

gender identity – an individual who is transgender or perceived to be transgender. gender - a person's sex

disability – any person with:

- physical impairment;
- life-limiting illness;
- sensory disability;
- mental ill-health;
- learning disability;
- visual difference; or
- diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence. Hate Crime covers a range of behaviours, including, discrimination, exclusion, verbal abuse, physical assault, bullying including cyber-bullying and inciting hatred.

Hate Crime can manifest in the school environment. Educating the perpetrator about their language and impact may be preferable. All incidents are recorded and reported to the local authority. If it is believed a crime has been committed any such incident will also be reported to the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the five protected characteristics.



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Links with other school policies

This Policy links with a number of other school policies including:

- ❖ Complaints policy
- ❖ Behaviour Policy
- ❖ E-safety Policy

Monitoring and Review

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. 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 and its effectiveness will be reviewed by the Headteacher and the Local Governing Body.