

Anti-Bullying & Hate Incident Policy

Temple Learning Academy



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Anti-Bullying & Hate Incident Policy and Guidance

<u>Section</u>	<u>Page no:</u>
1 Introduction	Page 2
2 Definitions	Page 2
3 Prevention	Page 6
4 Anti Bullying Website	Page 7
5 Action	Page 7
6 Confidentiality	Page 8
7 Support for Students who Experience Bullying	Page 9
8 Identifying, Reporting and recording of Bullying – Procedures and Protocols	Page 10

1. INTRODUCTION

In order for us to provide an appropriate learning environment for our students it is important they do not feel anxious about coming to school. We therefore remind students that they have both rights and responsibilities when it comes to any kind of harassment or bullying. At Temple Learning Academy we are determined to deal with all incidents of prejudice, discrimination and harassment effectively and consistently. To tackle this, we have devised the 'Report it Sort it' campaign, where we have made it our mission to create a culture of openness and allow all students, staff, visitors and parents to feel confident and trust our school in dealing with incidents. This policy aims to explain how we do this throughout school. As part of our practice, in order to try combat hate incidents across Leeds, Temple Learning Academy takes part in Leeds Hate Incident Reporting Scheme (HIRS). This shows transparency and allows us to share strategies and have a better understanding of Hate Incidents and Bullying across Leeds.

Staff included in writing this policy:

Senior Lead	Responsible for day to day management of policy:	Other:
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2. DEFINITIONS

2.1 What is bullying?

Bullying is any incident perceived by the victim or anyone else as bullying. Bullying is behaviour that hurts someone else. It is usually repeated over a long period of time (NSPCC).

This definition is designed to ensure that the school takes full account not only of what the victim says, but also the perceptions of those who have witnessed the incident, reported it or are aware of the circumstances.

This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and as with all incidents properly investigated.

Bullying affects all members of the school community.

2.2 What does bullying look like, feel like and sound like?

In the main it consists of:

- Physical – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings;
- Verbal – name calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening; and
- Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, display of pornography, classist, disablist, homophobic, cyberbullying, racist or sexist material.

2.3 Who bullies?

Anyone has the capacity to bully. There are no completely reliable pre-dispositional diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

2.4 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be assigned or be a member of more than one group.

2.5 What is Child on Child bullying?

- Child on Child bullying occurs when a young person is exploited, bullied or harmed by peers who are the same or a similar age
- There are many different forms of Child on Child bullying. These are covered further in the policy but include the following: Cyberbullying, racist or religious, sexual, sexist and transphobic, homophobic and disablist
- Child on Child bullying can refer to any of the above either individually or as a combination.

2.6 What is classist bullying?

In classist bullying a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group. Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- defacing of property;
- graffiti;
- inciting others to behave in a classist way;
- mocking clothing and belongings;
- refusing to co-operate in work and play (refusing to sit next to someone).

2.7 What is disablist bullying?

People with special educational needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks
- defacing of property;
- graffiti;
- inciting others to behave in a disablist way;
- mockery of specific difficulty or disability;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone).

2.8 What is homophobic, biphobic and transphobic (HBT) bullying?

In homophobic, biphobic and transphobic bullying, a person is targeted for:

- being lesbian, gay, bisexual, transgendered (trans) or questioning (LGBTQ+)
- being perceived as LGBTQ+
- having LGBTQ friends and family or having parents and carers who are LGBTQ+
- being a member of staff who is, or is perceived to be LGBTQ+

People do not have to be lesbian, gay, bisexual or trans to suffer homophobic, biphobic and transphobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping and incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- mockery of subject and career choice;
- defacing of property;
- graffiti;
- inciting others to behave in a homophobic, biphobic and transphobic way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;

- refusing to co-operate in work and play (refusing to sit next to someone).
- inappropriate use of language, for example negatively using the term 'gay' to describe things

2.9 What is Cyberbullying?

Cyberbullying is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, for example, homophobic, biphobic, transphobic, sexist, racist or other forms of discrimination. Cyberbullying can exist on any of the following communication technologies:

- e-mail;
- Virtual Learning Environments (VLEs);
- chat rooms;
- websites;
- social networking sites;
- mobile and fixed-point phones;
- digital cameras;
- games and virtual world sites.

2.10 What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin and incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- pretending not to understand/using gibberish;
- physical threats or attacks;
- mockery of physical appearance;
- wearing of provocative badges or insignia;
- having racist leaflets, comics or magazines;
- graffiti;
- inciting others to behave in a racist way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- mockery of dress, religious observance, dietary habits;
- mockery of country of origin.

2.11 What is sexist bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women and incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- inappropriate and uninvited touching;
- sexual assault;
- display of pornographic material;
- mockery of physical appearance;
- wearing of provocative badges or insignia;
- having sexist leaflets, comics or magazines;
- sexual innuendo;
- defacing of property;
- graffiti;
- inciting others to behave in sexist way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- mockery of clothing;
- mockery of subject and career choice.

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim, or anyone else, perceives to be such an incident.

3. PREVENTION

3.1 Children's behaviour is affected by the behaviour of the adults around them, therefore, we expect adults in the school community to model respectful and courteous behaviour.

3.2 In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas, and all school staff, will reflect the school's equal opportunities policy and practice in all their work (Report it Sort it).

3.3 Staff on duty will actively supervise social and communal areas during break and lunchtimes.

3.4 Assemblies, the school environment and displayed material will consistently reinforce the equal opportunity and anti-bullying policies.

3.5 School staff will proactively challenge the use of inappropriate language and record appropriately through Class Charts.

3.6 School actively encourage students to Report It, when they feel unsure or unhappy about an incident or behaviour that has been displayed. This can be done through many different forms; speaking to staff, through the website, asking peers for support. We also have 'worry boxes' throughout school, where students are confidently able to speak up through the medium of a note knowing that it will be dealt with effectively and with discretions.

4. ANTI-BULLYING WEBSITE

Students and parents of Temple Learning Academy are able to access our school website where they can find information around anti-bullying and links to other sites such as Childline etc. Our school community are also offered an email address where they can raise any concerns they have around report it sort it: reportit@tla.rklt.co.uk

5. ACTION

5.1 All members of the school community will be able to, without prejudice alert staff to the possibility of breaches of the policy. Students who identify that the policy is not being followed, will alert an adult, this may be a class teacher or Pastoral Advocate, or any other adult, or through the use of our schools 'worry boxes'.

5.2 All allegations of breaches of the policy will be investigated thoroughly and sensitively by a member of the pastoral team, see annex one. If a teacher is unsure how to report incidents, they should seek advice from their Pastoral Advocate or use Annex One.

5.3 Bullying can be a crime and we may therefore choose to involve the Police where appropriate. The Police will be consulted if necessary and appropriate where certain types of bullying are a hate crime. Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity. Staff need to be aware that a victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime. Temple Learning Academy take part in Leeds Hate Incident Reporting Scheme.

5.4 Incidents and allegations will be investigated and the outcome recorded on Class Charts, ratified incidents are to be recorded through the schools Report it Sort it form – managed by the Anti Bullying coordinator. Feedback, in most cases, will be provided to individuals who have made the allegations or complaint.

5.5 All incidents of bullying will be recorded on Class Charts and their frequency and type monitored. This information will be used to inform the development of the school's anti-bullying work.

5.6 Parents/carers/guardians are very important to the school and in particular they have much to contribute to our anti-bullying work. As part of the home-school contract all parents/carers/guardians will be asked to commit themselves to this policy.

5.7 The school in return, commits itself to investigate any allegations of any form of bullying from parents/carers/guardians promptly, and to feed back the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded through class charts and Arbor.

5.8 The school will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as victim or perpetrator.

5.9 Parents/carers/guardians, students and all members of staff will be given clear procedures on how to report incidents.

5.10 The school will provide training to all staff on how to recognise and deal with bullying. We recognize that this must be done in a consistent and transparent manner. Training Records for staff around Bullying are kept by the Anti bullying Co Ordinator.

5.11 Clear and rigorous instructions on how to report incidents will be displayed throughout school and be given to all new members of staff visiting school. See Annex One.

5.12 Appropriate consequences will be given, in line with the school's behaviour for learning policy. Ensuring that all consequences are proportionate to the incident that has accrued. To ensure appropriate rational Temple Learning Academy use a Decision Risk Matrix to support and enhance the decision-making process.

5.13 Interventions are used to support students who may display bullying behaviours, repeatedly. These interventions are lead by the Pastoral Advocates, with support from the Report it Sort it Coordinator. All parents / carers are made aware of these interventions, and outcomes are tracked to ensure effectiveness.

6. CONFIDENTIALITY

6.1 School staff cannot promise absolute confidentiality if approached by a student for help and staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

6.2 It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed and this judgement will be based upon, advice can be sought from the Anti Bullying coordinator:

- the seriousness of the situation and the degree of harm that the student may be experiencing;
- the student's age, maturity and competence to make their own decisions.

6.3 Where it is clear that a student would benefit from the involvement of a third party, staff should seek advice from the Anti Bullying coordinator before doing so, also consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

6.4 An underlying principle in supporting students in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

6.5 Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

7. SUPPORT FOR STUDENTS WHO EXPERIENCE BULLYING

7.1 If you are being bullied:

- tell an adult or somebody you trust what has happened straight away;
- get away from the situation as quickly as possible;
- try to stay calm and look as confident as you can;
- be firm and clear – look them in the eye and, if possible, tell them to stop and,
- tell them how you feel.

7.2 If you have been bullied:

- tell a teacher or another adult you trust within school;
- tell your family;
- if you are scared to tell a teacher or adult on your own ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying;
- don't blame yourself for what has happened.

7.3 When you are talking to an adult, or your Pastoral Advocate, be clear about:

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

7.4 If you experience bullying by mobile phone text messages or e-mail:

- tell a friend, parent or teacher;
- be careful who you give your mobile phone number or email address to;
- make a note of exactly when a threatening message was sent. Saving the message, or email, and showing parents/member of staff, is advised.

At Temple Learning Academy we offer various different platforms to be able to allow students to voice concerns. We offer students access to a website, through TLA's main website where concerns.

8. IDENTIFYING, REPORTING AND RECORDING OF BULLYING: PRODEDURES AND PROTOCOLS

- 8.1 To enable all reported incidents of bullying to be dealt with in a consistent manner, information sheets are provided to assist identification of a bullying incident (Appendix 1) and recording and reporting any incidents (Appendix 2).

Identifying Bullying (Appendix 1);

Recording Bullying; from students who raise concern and staff investigating (Appendix 2 & Appendix 3).

To ensure consistency when managing consequences around Bullying, a Decision matrix is used to measure the severity. Annex Four.

Temple Learning Academy Participate in the Leeds Hate Incident Reporting Scheme (HIRS), to show transparency and that Temple Learning Academy is determined to combat and support eliminating Hate Incidents across Leeds. These reports are shared with the Local Governing body.

MONITORING ARRANGEMENTS

This policy will be evaluated annually and updated where necessary. The views of students and staff will be used to make changes and improvements to the policy on an ongoing basis.

DISSEMINATION OF THE POLICY

The policy will be available to view via the school's website for staff, students and parents. Parents will be able to access this policy along with all of the others. All stakeholders will be made aware of where they may find the policy.

POLICY REVIEW

The policy will be reviewed annually by the Anti Bullying Coordinator, School Council and the Local Governing Board.