Meadowfield Primary School
Identifying Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst at Meadowfield.

Bullying could take place:
- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect:
- Verbal;
- Emotional;
- Physical;
- Electronically.

Instances of bullying may involve:
- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for situations above;
- Is afraid to use electronic media

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

Meadowfield Primary School
Guide to Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity

What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or 'jokes'.
- Offensive Graffiti
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g 'those trainers are so gay'.

Top Tips for staff:

- To read and understand the Anti- Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how they would feel should this language be used against them.
- To look at ways forward following on from the incident eg: a class discussion about language.
- Record the incidents correctly for monitoring purposes.

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Staff response

You response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator.

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

Taking a school response	In our school we treat everyone with respect and when you use the word 'gay' in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.
Question what has been said?	What do you think the word 'gay' means? *If unknown that actual definition of gay, explain this.* Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?
Address and tackle	Language like that is not acceptable You might think that word is hurtful, but many would
Make it personal	I'm not happy with what you said. Homophobic language upsets me. I don't want to hear it again. What you have said really disappoints and upsets me. It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.

Once the incident has been dealt with accurate incident reporting and recording is important.

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Incident Reporting

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.

Who was involved	Include the name of the victim and the instigator to identify and monitor patterns previously and in the future
Where did the incident take place?	Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely
When did the incident take place?	Date/time of the incident so patterns can be identified
What was said?	Record the specific language used, even if this is offensive
What action will you take/has been taken?	To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.
Review systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing.

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Types of Bullying

There are numerous different ways bullying can happen, which include, but are by no means limited to:

- **Physical bullying**: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.

- **Emotional bullying**: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.

- **Cyber-bullying**: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.

- **Verbal**: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing.
  Indirect bullying **can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.**

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Types of Discrimination

- **Racism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.

- **Sexism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.

- **Homophobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.

- **Biphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.

- **Transphobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.

- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

- **Disabilist discrimination**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific

disablement against someone else who may also have a similar diagnosis.

- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

Meadowfield Primary School
No-Blame Approach

An explanation of the No-Blame Approach, taken from the Anti-Bullying Network

A technique which can be used to tackle bullying in school is the No Blame Approach. As the name suggests, one of the most important things about this approach is that it deliberately avoids accusations, blame and punishment.

The first step is to interview the victim, with the aim of finding out how he/she feels. The child will be asked to draw a picture or write something to communicate his/her distress.

With the child's full knowledge and approval, the next step involves getting together the children involved in the bullying (including bystanders) and some non-involved children who are role models or who are admired by the victim.

This group (which does not include the victim) will then be made aware of the victim's distress and will be encouraged to come up with ideas for making the bullied person feel happier.

After a week of support, the group meets again to review how the support is going. It does not matter if the bullies support has tailed off as long as the bullying has stopped.

It should be mentioned that the No Blame Approach (which may mistakenly be viewed as a technique which condones bullying) can also be described as the Support Group Approach.