



December 2025



WELCOME TO THE ELEVENTH ISSUE OF *HATE BULLYING*, A COLLABORATION BETWEEN RMBC'S COMMUNITY SAFETY TEAM AND THE ANTI BULLYING COMPANY.

Hate Bullying

THE E-NEWSLETTER FOR SCHOOLS & COLLEGES SIGNED UP TO ROTHERHAM YOUTH CABINET'S HATE CHARTER PLEDGES.

IN THIS ISSUE YOU WILL FIND INFO AND NEWS ON:

Resources for schools - flags and associated graffiti

Dressing down racism

Schools signed up to Rotherham Youth Cabinet's Hate Charter Pledges

Ofsted inspections and hate

Herringthorpe Junior School's outstanding Ofsted inspection

A new educational initiative

The new VRU Lead

Pride or hate?

As we draw near to the end of another year, welcome to the Winter 2025 issue of Hate Bullying.

Schools will be interested to learn that colleagues in Derby have produced a set of slides to help deliver a simple and short classroom discussion session around the flags that have been put up in towns across the country. This could be delivered in tutor time or developed for a PSHE lesson (there are a few suggested activities on notes beneath the slides).

The resource has been designed to be really easy for staff to pick up and use without the need for much preparation. If you would like the slides sending, please let us know by emailing community.safety@rotherham.co.uk

Also helping schools address the social and emotional impact of recent events, *Together for Tomorrow* is a new initiative to help build resilience and trust. There's more info on page 6.

Finally, on behalf of the Community Safety Team and the Anti-Bullying Company, best wishes for Christmas and the New Year.

FLAGGING CONCERNS IN THE CLASSROOM

August saw England and Union flags going up across the borough as part of a co-ordinated national act. These were sometimes accompanied by painted flags, symbols and racist comments on public infrastructure such as road markings and bus stops. As schools and colleges returned from Summer break, some colleagues wondered how to respond should a student come to class with, or wearing, a flag.

Most schools have dress codes that are clear about what students can and cannot wear and these will be of use when dealing with such an occurrence. Others, however, may not – for example, sixth forms or colleges that do not have a uniform requirement. These may wish to draw up a statement that covers the wearing of items which could detract other students' focus away from learning, and potentially lead to confrontation. This will give them something to call upon to resolve this issue should it arise again. Such statements should not be draconian, but clear and tempered with common sense. While wanting to develop students' social awareness and consciences, as educators we also need to be mindful of the scope for partisan cliques to form.

Small, lapel-type badges may help a young person to express their identity, opinion and beliefs, particularly if they are not especially confident and vocal. Such discrete items may not be a source of much attention and potential argument. Similarly, clothing that has a flag emblem as part of its design (such as Karrimor or Lonsdale items) is unlikely to prompt much notice or comment: whereas wearing an actual flag as a cape or scarf – particularly if unrelated to a national event or celebration such as a Royal occasion or sporting event – has the potential to disrupt the school's equilibrium.

If your school does not have a statement please consider drafting and adopting one. If you need some assistance with this, contact us at Community.safety@rotherham.gov.uk

REMEMBER

Hate Crimes can be reported via one of the town's many reporting centres. These include council offices and libraries.

SCHOOLS SIGNED UP TO ROTHERHAM YOUTH CABINET'S HATE CHARTER PLEDGES

- Anston Hillcrest
- Anston Park
- Aston Academy
- Aston Hall J&I
- Aston Lodge
- Aston Springwood
- **Badsley Moor**
- Bramley Grange
- Bramley Sunnyside
- Brinsworth Academy
- Brinsworth Howarth
- Brinsworth Whitehill
- Broom Valley
- Coleridge
- Flanderwell
- Greasebrough
- Herringthorpe Juniors
- Herringthorpe Infants
- Kilnhurst St Thomas
- Laughton All Saints
- Maltby Academy
- Ravenfield Primary
- Rawmarsh Ashwood
- Rockingham
- Rotherham Opportunities College
- Roughwood
- Swinton Academy
- Swinton Fitzwilliam
- Thorpe Hesley
- Wales High School
- Wath Victoria
- Whiston
- Whiston Worrygoose
- Wickersley Northfield
- Wingfield Academy

Welcome to Badsley Moor Primary who adopted the pledges in September. If you think other schools in your academy trust would find this newsletter useful, send it on so they can adopt the Hate Charter pledges too.

HATE OFSTED INSPECTIONS!

Ofsted holds schools accountable for dealing with hate incidents that are motivated by prejudice. During inspections, Ofsted inspectors focus on how effectively schools prevent and respond to these incidents, including racist, homophobic, or other targeted bullying. Schools are expected to have clear anti-discrimination policies and demonstrate that they are acted upon effectively.

What should a school do?

- Schools should have a clear behaviour policy that addresses all forms of bullying and is known to staff, pupils, and parents.
- Follow anti-discrimination laws, which require staff to take steps to prevent discrimination, harassment, and victimisation.
- Treat all hate incident reports seriously and take appropriate action that is sensitive to the victim's needs.

Demonstrating compliance

Schools can easily show their determination to counter bullying and hate by ensuring their signed commitment to Rotherham Youth Cabinet's Hate Charter Pledges is on clear display, along with their anti-bullying policy if they have worked with the Anti-Bullying Company.

Having a couple of brief case studies (names redacted) ready is a useful way to show how incidents were dealt with and the outcomes. It is recommended to also show where it has been necessary to escalate an incident externally (e.g. to the council, Remedi or police) to demonstrate robustness of school systems.

How Ofsted assesses hate incidents in schools

- **Behaviour and safety:** Inspectors evaluate a school's environment, including how well it tackles bullying, aggression, discrimination, and derogatory language.
- **Policy and impact:** Schools must show that their anti-bullying and anti-discrimination policies are in place and, more importantly, that they are effective in practice. Inspectors are interested in the *impact* of the school's actions, not just the number of incidents.
- **Quick and effective response:** Schools are expected to deal with any incidents quickly and effectively, ensuring that they do not spread.
- **Positive environment:** A core part of the inspection is assessing whether leaders, staff, and pupils create a positive environment where bullying is not tolerated.

SCHOOL SPOTLIGHT

Herringthorpe Junior School (Willow Tree Academy Trust)

Based on their Outstanding Ofsted inspection report, they have many key themes that reflect the school's approach to anti-bullying and conflict resolution.



Anti-Bullying & Conflict Resolution Themes (Ofsted Report – February 2025)

Positive Relationships & Pupil Voice

- Staff form “*warm and nurturing relationships*” with pupils and know them “*exceptionally well.*”
- Pupils are given roles like *student councillors* and *playground leaders* to help others manage behaviour and resolve disagreements.
- These roles are part of a wider strategy to develop *leadership skills* and promote *peer support*.

Emotional Literacy & Self-Regulation

- Pupils are taught to “*scale their feelings*” and use techniques like “*happy breathing*” to relax and refocus.
- There’s a strong emphasis on *positive mental health*, *self-care*, and *understanding how the brain reacts to stress*—all of which help pupils manage conflict calmly.

Respectful Behaviour & Inclusion

- Behaviour is described as “*exemplary*” with pupils showing “*high levels of self-control and positive attitudes.*”
- Pupils “*support the well-being of their peers, offering care and compassion.*”
- The school fosters a culture where pupils “*feel happy and safe.*”

Tailored Support for All Pupils

- Staff *swiftly identify* pupils who need extra help, including those with SEND.
- The school’s *LEAF provision* offers high-quality personalised support, ensuring all pupils can thrive socially and emotionally.

Curriculum Enrichment & Social Action

- Pupils engage in projects that “*inspire them to take action and reflect on their role in creating positive change.*”
- This includes collaborative work on *global issues* like energy conservation — building empathy, teamwork, and a sense of responsibility.

These themes show a deeply embedded, proactive approach to anti-bullying — one that centres on emotional intelligence, pupil empowerment, and inclusive leadership.

SCHOOL SPOTLIGHT

Herringthorpe Junior School (Willow Teaa Academy Trust)



Anti-Bullying in Action: Workshops & Assemblies – October 2025

As part of their continuing whole-school commitment to wellbeing and inclusion, pupils in Year 4 and Year 5 took part in two interactive anti-bullying events led by Ann Foxley-Johnson from The Anti-Bullying Company.

Year 4: Conflict Resolution Workshop

Pupils explored practical strategies for managing conflict through movement, storytelling, and role play. The session focused on:

- Understanding different types of conflict
- Practising fair solutions and empathy
- Celebrating kindness and respectful choices

Year 5: Online Bullying & Banter Assembly

This interactive assembly tackled the tricky topic of ‘banter’ — discussing when it’s playful and when it becomes harmful. Pupils reflected on:

- The impact of online behaviour
- How to spot and stop bullying
- The importance of speaking up and supporting others

These sessions were fun, inclusive, and pupil-led — empowering children to be confident, kind, and fair in their everyday interactions.

Schools interested in hosting similar workshops or assemblies can connect with The Anti-Bullying Company for bespoke support and ambassador training.

You can read the full blog post here:

<https://2025year4.wordpress.com/2025/10/10/anti-bullying-an-conflict-resolution/>
<https://2025year5.wordpress.com/2025/10/10/anti-bullying-assembly/>).



Together for Tomorrow

Building Belonging Through Education

Together for Tomorrow is a new educational initiative funded through Rotherham Council's *Bringing Communities Together* programme. This project supports schools in addressing the social and emotional impact of recent events, helping pupils build resilience, trust, and a sense of belonging.

Project Outcomes:

- Strengthen community cohesion through inclusive education
- Support pupils in making safe, informed choices
- Promote respectful dialogue across diverse communities
- Embed high-quality PSHE, RSE, and RE learning tailored to local needs

Through creative workshops, pupil-led panels, and curriculum enrichment, *Together for Tomorrow* empowers schools to celebrate diversity and foster safer, more connected communities.

“Together for Tomorrow is more than a project — it’s a promise to our pupils and communities. By creating safe spaces for dialogue, celebrating diversity, and empowering young people to lead with kindness, we’re building a future where everyone feels they belong.”

Ann Foxley-Johnson, Anti-Bullying Consultant & Co-Lead Together for Tomorrow

More information here: <https://www.forgecpd.com/togetherfortomorrow>



New Rotherham Lead for the Violence Reduction Unit

Becca Potton is the new VRU Partnership Manager for Rotherham and leads work to tackle the root causes of serious violence. The VRU funds a variety of training opportunities, resources and interventions designed to support young people and those who work with them. Becca works closely with partners to promote early intervention and embed violence prevention and is eager to connect with schools and colleges to make sure they benefit from these opportunities.

If you'd like to engage with VRU initiatives or explore partnership opportunities, please get in touch: becca.potton@southyorkshire-