



Anti-Bullying and Anti-Racist Policy

Adopted by the Governing Body of
Folksworth C of E Primary School
on

This policy is to be reviewed: Three yearly

The next review date is: _____

Review is the responsibility of: Headteacher

REVIEW HISTORY

Review ratified: _____

Review ratified: _____

Review ratified: _____

Signed: _____
Chair of Governors

Dated: _____

Signed: _____
Headteacher

Dated: _____

SEE ALSO BEHAVIOUR MANAGEMENT POLICY

RATIONALE

Our school values all individuals regardless of race, gender, socio-economic background or academic ability. We aim to provide a secure and stable environment in which everyone can thrive and achieve their full potential free from fear, persecution or harassment of any kind. This policy (which should be considered alongside the Cambridgeshire County Council guidance on responding to bullying and racism) lays out the manner in which we aim to achieve this.

AIMS

To make clear to everyone within our school community that no form of bullying or racism is acceptable.

To encourage everyone, pupils and staff, to report all incidents of bullying and racism.

To offer comfort and support to victims.

To confront bullies and racists with the seriousness of the offence, but to offer support and counselling to help them to readjust their behaviour.

To consider any punishment carefully. Reacting aggressively or unduly punitively gives the message that it is all right to bully if you have the power.

To seek parental and peer group support and co-operation at all times.

To support and involve parents, carers and the community.

DEFINITIONS

“Bullying is a persistent, deliberate attempt to hurt or humiliate someone. Bullying behaviour is characterised by three things:

it is repeated over time

it involves deliberately hurtful behaviour,

it involves an unfair balance of power that makes it hard for those being bullied to defend themselves.”

“Racist harassment is similar to bullying, both in the relationship between the person targeted for the bullying and the person doing the bullying. But it is also different.

Bullying is usually carried out by someone who may have physical power or strength. Racist attackers believe they have social power over those they are abusing.”

*“Responses to Bullying and Racial Harassment”
Cambridgeshire County Council*

Bullying can include homophobic name calling or harassment. This will not be tolerated.

PREVENTION

The school strives to maintain a truly inclusive ethos and works hard to ensure that all individuals know that they are valued. We are working towards raising children's confidence, breaking down stereotypes and prejudices and promoting positive attitudes to diversity. We must also try to create an open atmosphere in which problems are acknowledged and dealt with appropriately.

This is done through indirect as well as direct means.

The indirect means we employ include;

- all staff setting an example in behaving politely and respectfully to one another and to the children,
- setting clear and consistent expectations for behaviour across the school community,
- celebrating achievements of many different kinds (academic, sporting, social) at individual, classroom and whole school level,
- celebrating the diversity of the world's cultures throughout the curriculum,
- fostering positive relationships within and beyond the school.
- celebrating cultures, similarities, diversity and differences.

The direct means we employ include;

- addressing bullying and racism through the day-to-day curriculum, in PSHCE, drama, assemblies etc.
- holding special events to raise awareness of bullying and racist issues and how we deal with them e.g. Anti-bullying week,
- actively encouraging all members of the school community to speak out against bullying and racism.
- regularly revisiting how to respond to bullying or racism with children and staff,
- demonstrating that bullying and racist behaviour will be dealt with seriously,
- regularly revisiting this policy with all members of staff.
- stating we are proud of our culture which is tolerant
- teaching that tolerance is a strength in society.
- teaching that diversity brings richness of experience.

REPORTING

Staff and parents should be aware of early signs that a child has become a victim of bullying or racist behaviour. These might include reluctance to come to school, sleepless nights, lack of appetite, seeming very quiet and withdrawn or other marked changes in a child's normal behaviour.

Parents are encouraged to speak to the class teacher straight away if they suspect that their child is having problems.

Pupils are encouraged to speak to any adult in the school if they are being bullied or if they think someone else might be. They should know that they can speak to any grown up with whom they are comfortable, that they will be taken seriously and that the matter will be followed up either by the person they spoke to or by another member of staff.

Staff members and parent helpers who think that bullying or racist behaviour might be taking place, or who have had such an incident reported to them by a child or parent, should pass the concerns on to the class teachers of all the children involved either as victims or perpetrators.

RESPONSES

Single incidents of aggressive behaviour are dealt with in accordance with the procedures laid out in the whole school Behaviour Management Policy. Racist or bullying behaviour, as defined above, will be treated with the utmost seriousness and might require additional or different responses.

Whenever we suspect or know that bullying or racist behaviour is taking place we will deal with it immediately. Action may be public or private, depending on the circumstances. The victim must be made aware that action has been taken when this is done in private.

All reported or suspected incidents will be thoroughly investigated, usually by the Headteacher and the class teacher(s) of the children involved.

GUIDELINES FOR INVESTIGATING INCIDENTS

Remain calm and in control - reacting emotionally may add to the perpetrators' fun and give them control of the situation,

Take action as quickly as possible, establishing the precise accuracy/truth of the incident(s),

Reassure the victim(s), don't make them feel inadequate or foolish. Make it plain to the perpetrator that you disapprove,

Encourage the perpetrator to see the victim's point of view,

Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. an unsupervised toilet area,

Never keep the incident a secret because you have dealt with it,

Do not assume that the perpetrator is bad through and through; try to look objectively at the behaviour rather than the person.

Where investigation shows that there has been bullying or racist behaviour, it will be necessary to take further action. Perpetrators will have to face sanctions and be given support to change their behaviour. Victims will also need to be given support and strategies to empower them to help themselves in the future.

The parents of all the children involved will be informed of the incident and any subsequent action taken by the school. Parents will be given the opportunity to discuss the matter in person with the Headteacher.

All substantiated incidents of bullying or racist behaviour will be recorded in the School Incident Log, using the appropriate forms, which are available from the Headteacher.

All racist incidents are reported to the LA in the RAID return.

SANCTIONS

Punishments for children who have taken part in bullying or racist behaviour must be considered carefully. Reacting aggressively or unduly punitively gives the message that it's all right to bully, if you have the power.

The purpose behind the sanction should be clearly explained so that the child involved knows exactly why this behaviour is deemed inappropriate.

A range of sanctions can be used, in line with the school's Behaviour Management Policy, depending on the severity of the incident(s). However, sanctions should always be used alongside support measures to help the perpetrator modify his/her behaviour in future.

SUPPORT STRATEGIES

Bullying or racist behaviour happens where there is an imbalance of power and the victims often feel that there is nothing they can do to help themselves. Therefore, victims need to be given strategies and support to empower them and make them feel less helpless. This could involve building their self-esteem, helping them to become more assertive in a positive way or helping them to develop greater awareness of personal safety.

Support work with victims could be done individually, in a small group of trusted peers or as part of whole class work. Careful consideration should be given to the most suitable way in which to manage this work.

Children who have engaged in bullying or racist behaviour also need to be supported so that they can change. They must be given the opportunity to:

- Look objectively at his/her own behaviour,
- See things from the victim's point of view,
- Think about what s/he will need to do in the future to make up for his/her behaviour,
- Acknowledge that s/he needs to change his/her behaviour in the future.

One technique for achieving this is through "sharing the concern". This can happen with the victims and perpetrators having separate individual chats or, if the victim feels that it would be helpful, with all the involved people together. In this latter case a trusted adult will act as mediator.

Once a concern has been shared, it might be necessary to draw up behaviour contracts or agreements which set out clear expectations for all concerned. It will also be necessary to make it clear to the perpetrators what further sanctions might be applied if they fail to modify their behaviour (see Behaviour Management Policy).

TRAINING

Teachers, Teaching Assistants and Midday Supervisors will revisit this policy regularly. New staff will be given the opportunity to familiarise themselves with its

contents. Where staff require training in order to meet the school's requirements, this will be arranged through the Continuing Professional Development Co-ordinator.

MONITORING AND REVIEW

Monitoring

The effectiveness of this policy will be monitored through

- the number of incidents of racism recorded
- feedback from Teachers, Teaching Assistants and Midday Supervisors e.g. as shown in minutes of meetings
- the number of families contacted about their child's behaviour
- the number of children requiring specialist intervention to help them improve or modify bullying or racist behaviour
- feedback from parents

Evaluation and Review

Each year the policy will be discussed by the whole staff and with the School Council to ensure that it meets the school's needs and that it is being fairly and consistently applied.

A full review will be carried out every three years, with amendments being made as necessary, with the agreement of the Governing Body.