

Anti-Bullying and Anti-Racism Policy

Hermitage Primary School			
Review frequency	2 years	Reviewed	March 2021
Website	Yes		
Staff Responsible (Deputy Head teacher)	Parmjit Varaitch	Review Date	March 2023

➤ Introduction

At Hermitage Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying and racism. We also want them to feel confident to seek support from school should they feel unsafe.

Bullying and Racism is unacceptable. At our school, we do everything we can to stamp out bullying and racist behaviour, and to minimise the effects of bullying and racism on those who have suffered it. We seek to educate pupils about bullying and racism and how to deal with it, and aim to provide support and time to those who feel they have suffered from bullying/racism.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- Foster good relations between people who share a protected characteristic and people who do not share it.

➤ Policy Development

This policy continues to be formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and pupils.

- Pupils contribute to the development of the policy through school council, pupil voice, circle time discussions, PSHE lessons etc
- Parents/Carers are encouraged to contribute by: taking part in written consultations, via parents meetings/evening, at coffee mornings, via parent surveys

➤ **Links to Legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

➤ **Responsibilities**

It is the responsibility of:

Governors:

- to take a lead role in monitoring/reviewing this policy and implement it accordingly
- the nominated governor with responsibility for anti-bullying/racism is Mary Sergides

Head teacher

- to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably

Anti-Bullying/Racism lead teacher

- the lead teacher with responsibility for anti-bullying/racism is Parmjit Varaitch
- to develop the policy and review it involving pupils, staff, governors, parents/carers and relevant local agencies
- to implement the policy and monitor/assess its effectiveness in practice
- to ensure evaluation takes place and that this informs policy review
- to manage bullying/racist incidents
- to manage the reporting and recording of bullying/racist incidents
- to assess and coordinate training and support for staff and parents/carers where appropriate
- to coordinate strategies for preventing bullying/racism through an analysis of each incident, with specific outcome actions that further promote inclusivity and equality

Staff

- to be aware of this policy and implement it accordingly
- to support and uphold the aims of the policy

Parents/Carers

- to support their children and work in partnership with the school, receiving support when it is needed
- to support and uphold the aims of the policy

Pupils

- to abide by the policy and receive support, care and guidance when it is needed

➤ Procedures

1. Definition

Definitions of Bullying/Racism

Bullying is deliberate hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, silent bullying through gestures / facial expressions, ridicule or indirect action such as spreading rumours about somebody.

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms. This can have a destructive effect on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes and performance in school. For some it can lead to prolonged distress and long-term impact on social and emotional development.

Racism includes all practices, procedures, actions or behaviour that discriminate against (or disadvantage) people because of their race, colour, culture, nationality or ethnic group, whether on an individual, institutional or cultural level. Racism can take many forms and can occur between any ethnic group. People are seriously harmed and injured by racism.

At our school, we work hard during curriculum time to ensure that all pupils recognise that all forms of bullying/racism are unacceptable, that pupils understand the effects of bullying/racism upon the victims and also that pupils know the difference between bullying and simply 'falling out'.

All staff, pupils and parents need to be aware of the negative and damaging effect that bullying/racism can have on individuals, and the school in general, and should work together towards ensuring that it is eliminated as far as is practicable.

Bullying can be:

- Physical – hitting, kicking, punching, taking belongings
- Verbal – name calling, spreading rumours, sarcasm, insulting
- Emotional – being unfriendly, excluding others, tormenting
- Racist – racial taunts, graffiti
- Silent – through gestures / expressions
- Homophobic – Homophobic remarks and negative use of words such as 'Gay' 'Homo'
- Biphobic/Transphobic – Biphobic and Transphobic remarks and negative use of words such as 'Queer' 'Tranny'. Fear and hatred of bisexuality, of trans and gender non-conforming people
- Sexual – unwanted physical contact, sexually abusive comments, focusing on sexuality
- Cyber-bullying - defined as the use of Information and Communications Technology (ICT), particularly mobile devices and the internet, deliberately to upset someone else. Because cyber-bullying differs in several significant ways from other kinds of bullying, and the potential for its increase will grow with the development and use of technology, our treatment of it is explained in a specific section of this policy (see Appendix 2)

Racism can be:

- physical assault against a person or group because of their colour, ethnicity or nationality

- use of derogatory names, insults and racist jokes
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- bringing racist material into school
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments/slurs in the course of discussion
- attempts to recruit others to racist organisations and groups
- ridicule of an individual for cultural difference eg food, music, religion, dress etc
- refusal to co-operate with other people because of their colour, ethnic origin or nationality
- written derogatory remarks

Signs and symptoms of bullying/racism:

A pupil may indicate by signs or behaviour that he or she is being bullied/racially maltreated. We should be aware of these signs and investigate if a pupil shows or a parent reports any of the following:

- Is unwilling to go to school
- Changes their routine
- Begins truanting
- Becomes withdrawn
- Runs away
- Cries themselves to sleep
- Has nightmares
- Starts stammering
- Feels ill in the morning
- Decline in learning at school
- Damaged or missing possessions
- Comes home starving
- Bullies siblings
- Becomes aggressive or unreasonable
- Asks for money
- Bed wetting
- Stops eating
- Gives implausible excuses for any of these signs/symptoms

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader - who through their position of power can direct bullying activity
- Assistants/associates - who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers - who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders - who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders - who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ring-leader is not around.

Recognising Reasons why children may Bully/Maltreat peers

Our school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports our school in identifying children who are at risk of engaging with this type of behaviour. This enables us to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external as well as parental support. Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

2. Prevention

As a school, we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff continuously.

Our school's response to bullying/racism does not start at the point at which a child has been bullied/racially maltreated. Our school staff act proactively and preventively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying/racism occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events/workshops or projects, and through assemblies.

We have created a supportive climate by declaring that bullying/racism will not be tolerated at our school and that all incidents will be dealt with quickly and thoroughly.

Strategies to help prevent the occurrence of bullying/racist behaviour

At our school we will:

- ensure all staff are aware of and follow this policy, Behaviour policy
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all

- actively provide opportunities (through PSHE/Circle Time activities/Reflection/RE) to develop pupils' social and emotional skills, including their resilience as well as promote diversity and equality
- provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns
- provide peer mentoring schemes, buddying
- commit to restorative justice approaches as demonstrated in this policy and our Behaviour policy
- continuously reinforce our Caring Code and our school's core values: Aspiration, Relationships, Community
- challenge practice which does not uphold the school's values for example, tolerance, non-discrimination and respect towards others
- consider all opportunities for addressing bullying/racism in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events (Anti-Bullying week/Black History month), speakers and the school council
- ensure that all curricular and extra-curricular activities are accessible to all pupils regardless of their ethnic group
- monitor the 'Worry Eaters' in each class to catch concerns and intervene early
- as a Well-Being team, meet regularly to identify pupils at risk and intervene early
- promote cultural diversity and challenge racism throughout the whole curriculum in a range of personal, community and global contexts
- regularly update and evaluate our approaches
- train all staff to identify all forms of bullying/racism and to follow the school policy and procedures (including recording and reporting incidents)
- proactively gather and record concerns and information about bullying/racism so as to effectively develop strategies to prevent bullying/racism from occurring
- use a variety of techniques to resolve the issues between those who bully/promote racism and those who have been bullied/racially maltreated
- work with other agencies and the wider school community to prevent and tackle concerns
- build positive links with community groups and utilise the expertise of people from local minority ethnic communities to ensure that the multicultural dimensions of the curriculum are fully developed
- continue to celebrate success and achievements however small, as our number one approach towards promoting a healthy, inclusive and happy school environment
- to explicitly teach our pupils the NICE approach (victims, bystanders):

N=Notice that something is happening

I=Interpret...know that help is needed

C=Choose a form of assistance

E=Engage with the problem

Involvement of pupils

We will:

- regularly gather pupil's views on the extent and nature of bullying/racism
- ensure that all pupils know how to express worries and anxieties about bullying/racism
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying/racism

- involve pupils in anti-bullying/anti-racism campaigns in schools and embed messages in the wider school curriculum (appropriate to their age)
- offer support to pupils who have been bullied/racially maltreated and to those who are bullying/promoting racism in order to address the issues they have

Active liaison with parents/carers

We will:

- make sure that key information about bullying/racism (including policies and named points of contact if parents/carers are worried) are available to parents/carers e.g. website, newsletter, open evenings
- ensure all parents/carers know about our complaints procedure and how to use it effectively
- ensure all parents/carers know where to access independent advice about bullying/racism
- work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying/racism
- ensure that parents/carers work with the school to role model positive behaviour for pupils

3. Identification

- we acknowledge that it can be difficult for staff to learn about bullying/racism, as the bullied/racially maltreated pupil may feel they cannot tell them out of shame, out of fear or some other reason
- we encourage pupils to tell us if they feel they are being bullied/racially maltreated, or if they think another pupil is being bullied/racially maltreated. We frequently reinforce the message that we 'are a listening school' and that it is important to tell staff about any worries or concerns they may have
- we have 'Worry Eaters' in each class, where pupils can confidentially raise concerns/worries. The 'Worry Eater' bins are checked periodically by Tracy our Well-Being Officer
- staff are available at any time should a pupil need to talk to someone about being bullied/racially maltreated or another pupil suffering from bullying/racism
- all staff, especially teaching and classroom support staff, monitor the wellbeing and behaviour of all pupils and note cases where bullying/racism are suspected of happening. Particular vigilance is paid to cases where existing problems have been identified; the Senior Leadership Team bring these to the attention of staff
- if parents/carers have any concerns about bullying/racism, or if they feel their child's behaviour is changing in a way that may be connected to bullying/racism, we encourage them to contact the school so we can investigate and address their concerns
- the school takes pupil/parent voices periodically to ascertain the views and opinions of both parents and pupils with regards to bullying/racism and other issues

4. Action and Response

Action and response to incidents will follow 4 threads:

1. Challenge
2. Resolve/Support
3. Report
4. Monitor



When bullying/racism is suspected or reported:

- staff will intervene immediately
- staff will investigate – listen to all parties and witnesses
- the incident will be recorded and given to the Head teacher or Deputy head teacher, who will interview the children concerned (see form Appendix 1) as well as initiate our restorative approach: (Appendix 4)
- The pupil being bullied will be made aware that the incident will be dealt with
- parents/carers of the child/children doing the bullying/racism will be asked to attend a meeting to discuss their child's behaviour
- parents/carers of the child being bullied/racially maltreated will be informed and invited to meet with an appropriate member of staff
- a suitable sanction will be implemented for the pupil doing the bullying/racism in order to modify or change the behaviour (see Appendix 3)
- further support will be offered through: peer mentoring/buddying, 1:1 input from Tracy, focused emotional/social intervention, modification to unstructured times
- staff will monitor the behaviour of both "perpetrator" and "victim", and all staff will be alerted to watch out for further occurrence

At our school, we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying/racist incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Hillingdon's Children's Social Care, the Police where appropriate.

5. Supporting those involved

The first priority will be to support the victim.

Pupils who have been bullied/racially maltreated will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher/Tracy or a member of staff of their choice
- reassuring the pupil and providing continuous support, through specific strategies
- helped to develop strategies to prevent re-occurrence (through targeted intervention)
- restoring self-esteem and confidence (through peer/staff mentoring, targeted intervention)

Sanctions will be applied to those children who are bullying/racially maltreating others as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play safely in the knowledge that the perpetrator is not present.

Pupils who have bullied/racially maltreated others will be helped by:

- discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to make changes to their behaviour
- enlisting support from parents/carers to help change the attitude and behaviour of their child. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving
- providing appropriate education and support (through peer/staff mentoring, targeted intervention)
- considering any referrals to external agencies (Early Help Team, Educational Psychologist, Participation Team, Child Development Centre)
- sanctioning in line with school behaviour/discipline policy, for example, removal of the perpetrator from the playground or classroom, time out in another class, internal seclusion with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, and as a final resort, a formal exclusion process may be instigated

Supporting Adults

Adults (staff and parents) who have been bullied/racially maltreated will be supported by:

- offering an immediate opportunity to discuss the concern with a senior member of staff/Head teacher
- being advised to keep a record of the bullying/racism as evidence
- where the bullying/racism takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Professional and Personal code of conduct
- reassuring and offering appropriate support
- working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied/racially maltreated others will be helped by:

- discussing what happened with a senior member of staff/Head teacher and establishing the concern
- clarifying the school's official procedures for complaints or concerns
- if online, requesting content be removed and/or reporting account/content to service provider
- direction to local/national organisations to provide further or specialist advice and guidance
- contacting external agencies: Social Care/Police, if appropriate
- instigating formal disciplinary action, where appropriate

6. Monitoring

All bullying/racist incident forms will be held by Parmjit Varaitch, Anti-Bullying/Anti-Racism lead teacher.

The information that we hold will be used to ensure that the policy is consistently applied. It will also be used to identify trends and inform preventative work in school and further development of this policy.

A thorough analysis of an incident undertaken by the AB/AR staff member will lead to ongoing improvements within our school's approach. This will involve the following:

1. For each incident, write an objective which would solve or lessen it, or make it less likely to happen in the future.
2. Write short-term, medium-term and long-term action steps for each objective

The information will also be presented to governors in an anonymous format on a regular basis. The policy will be reviewed and updated bi-annually. The policy review will be linked to the School Development Plan, thus continuing to work towards a more inclusive and harmonious whole school community.

➤ **Appendices**

- 1. Incident Reporting Form**
- 2. Cyber-Bullying**
- 3. Flowchart: Action/Response**
- 4. Restorative Justice: Support Group Approach**
- 5. Supportive organisations**
- 6. Terms/definitions**