



# Anti-Bullying and Racism Policy

This Policy was approved and adopted by

The Shire Mat

Review Date: August 2019

Signed:

Chair

The Shire MAT is completely opposed to bullying and racism and will not tolerate it.

We aim to develop a culture of respect and understanding where bullying can be acknowledged and dealt with in a way that is seen by all to be fair and reasonable.

This policy is written in accordance with **The Education and Inspections Act 2006, Independent School Standard Regulations 2010** and **The Equality Act 2010**. It should be read alongside the following policies: Behaviour, Equality, Safeguarding and Child Protection and confidentiality.

### Principles and values

The Shire MAT believes that:

- pupils have a right to learn free from intimidation and fear;
- adults have a right to work in an environment free from intimidation and fear;
- everyone should feel confident they are coming into a safe place;
- if bullying does take place, pupils needs will be paramount and they will be listened to;
- reported incidents will be taken seriously and thoroughly investigated.

### Definition

The Anti-Bullying Alliance defines bullying as:

Bullying is the repetitive intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyber space.

### Types of Bullying Behaviour

<p><b>Emotional:</b> Being unfriendly Hurting people’s feelings Excluding people from friendship groups and activities Interfering with other people’s property – hiding it, damaging it or damaging it Tormenting somebody</p>	<p><b>Racist:</b> Using racist terms and gestures towards others, based on presumptions about a person’s colour, descent, accent, national or ethnic origin, migrant status and religion</p>
<p><b>Verbal:</b> Teasing                      Spreading rumours Name calling</p>	<p><b>Physical:</b> Punching                      Sitting                      Kicking Hitting                              Pushing</p>
<p><b>Sexual</b> Unwanted physical contact Sexually abusive comments</p>	<p><b>Homophobic</b> Using homophobic terms towards others</p>
<p><b>Cyber-bullying</b> – It is any form of bullying which takes place online or through your mobile phone. Common websites include Facebook, Bebo, YouTube, MySpace, instant messaging on MSN. Cyber-bullying is rife on the internet and most young people will experience it at some time.</p> <p>Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward-on content at a click.</p>	

## **Procedure for dealing with incidents /accusations of bullying**

### **As part of our duty of care staff will:**

- always intervene to defuse situations that they witness first hand;
- investigate fully an accusation of bullying that they are made aware of at any time after an incident;
- record witnessed and reported incidents on CPOMs for all children involved in incidents;
- inform the Head Teacher that an incident has occurred or has been reported;
- inform parents about incidents, how it has been investigated and the planned actions to prevent a reoccurrence of the behaviour;
- alert other members of staff who may come in contact with the pupils concerned;
- monitor the behaviour and review planned actions;
- keep parents fully informed and communicate regularly until matters are resolved.

### **Strategies for investigating incidents:**

- gather information, be sure and get the perpetrators account of the incident first, then ask the victim to describe their account of the event filling in any differences or information missing in the perpetrators account; (use the restorative approach to questioning) Appendix 1
- involve bystanders if necessary to get a clear picture of what has happened;
- listen to all pupils involved in incidents;
- encourage co-operation and positive actions;
- together with the perpetrator and the victim decide upon appropriate actions/resolutions;
- implement the interventions;
- if the problem is not resolved, try another intervention and if not already involved, involve PSA , member of the Senior Leadership Team and/or Head Teacher, contact outside agency for support.

### **Level of Involvement**

Depending on the nature and frequency of incidents of bullying , initial investigations into an incident/ accusation may be conducted by the class teacher or teaching assistant, however if it is felt that there is a need for the incident/accusation to be formally recorded on CPOMs a Senior leader usually the Head Teacher will become involved. At this level parents of pupils involved will be notified by either the class teacher, member of Senior Leadership Team, Head Teacher or the PSA depending on whom it is deemed more appropriate at the time of the communication. In instances of severe acts of bullying, violence or unresolved issues the CEO for the trust will become involved to secure a resolution for all parties.

### **Responsibility of the Senior Leadership Team, Chief Executive officer and Directors**

- Record all bullying and racist incidents and report them to parents, Headteacher and Directors of the Board (only the CEO, Head Teacher, members of the Senior Leadership Team team and nominated Directors of Safeguarding have access to these records).

- We are committed to provide training for staff and Directors to deal effectively with incidents of bullying, racism, racial harassment, prejudice and stereotyping and to provide support to victim.
- Curriculum plans are monitored by SLT to ensure that bullying related issues are part of our teaching.

### **Responsibility of Staff**

- Build time within the curriculum to raise discussions on issues relating to bullying and why people bully and are bullied.
- Build time within the curriculum to promote and enhance awareness, understanding and acceptance between cultural groups.
- Acknowledge and celebrate the breadth of experience and intellectual resources that people from diverse backgrounds bring to the life of the school.
- Develop children's social skills generally within the class.
- Teach and encourage confidence-building and assertiveness.
- Staff and other adults set a good example in and around school – modelling how to speak to others respectfully, being aware of the language and tone used.
- Provide an environment and culture that is inclusive to all.
- Raise awareness of all members of the school community to the values of cultural diversity
- Ensure that the school remains culturally inclusive and free from race discrimination and harassment.
- The school council take an active role in raising the issue of bullying.
- Consultations about school and concerns are taken annually. (including parent and pupil surveys)
- Reward children who help prevent bullying.
- Take all accusations of bullying seriously and deal with them promptly.
- Be aware and alert to signs of bullying.
- When bullying occurs a procedure is followed with clear expectations and consequences. (all children are aware of these consequences within school).
- Emphasise that it is the bullying behaviour we dislike and not the child.
- When bullying occurs time will be spent not only with the victim but also considering the reasons why someone becomes a bully.
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

### **Expectation of Pupils**

We ask our pupils to support each other by:

- refraining from becoming involved in any kind of bullying;
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- being honest and giving as clear an account of any incident as they can;
- participating fully in attempts to resolve issues they may be involved in;

- not suffer in silence, but have the courage to speak out, to put an end to their suffering and that of other potential targets.

### **Parents as Partners**

A member of staff will always inform parents and organise a meeting to discuss the bullying. Actions will be agreed at this meeting and parents will be given feedback as to the outcome. Parents are encouraged to make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated.

We would always prefer that difficulties in relationships between children were sorted out in school and would discourage parents from intervening themselves.

We ask our parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any forms of bullying;
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- keep a written record of any reported instances of bullying;
- inform the school of any suspected bullying, even if their children are not involved;
- co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves;
- supporting school by attending any meeting required and participating in any planned actions to resolve issues.

### **Signs of bullying**

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying.

The victim might be:

- frightened or unwilling to come to school
- absent from school more than usual
- withdrawn and anxious
- starting to stammer
- running away from school
- crying at night or having nightmares
- performing less well at school
- coming home with damaged belongings or has possessions going missing
- asking for money or stealing money
- losing money on a regular basis
- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry

### **Special Needs**

Children with specific special needs may be particularly vulnerable to bullying activities. Staff will be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have.

### **Bullying outside school premises**

Where bullying is reported to school staff outside the school premises, it will be investigated following the procedure set out above. It is at the Headteacher's discretion whether to notify the police.

If any allegations, are suspected of being of a criminal nature or poses a threat to a member of the public the police will always be informed.

### **Equal opportunities**

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

The Trust Directors, Headteacher and Senior Leadership Team will monitor the situation across the trust. They will monitor the number of incidents/accusations and the implementation of this policy to ensure that it is effective and make any necessary changes.

This policy is endorsed by our Directors, who support the Trust in its attempts to eliminate bullying from its schools.

Reviewed by the Trust

Signed:

Chair

Review Date:

August 2019

## **Restorative Questions 1**

### **When things go wrong.....**

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you think you need to do to make things right?

## **Restorative Questions 2**

### **When someone has been harmed.....**

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

From the Institute of Restorative Practices