

Richard Avenue Primary School

Behaviour and Safety of Pupils at School:

Anti – Bullying, dealing with Homophobia and Reporting a Racist incident Policy

Date policy reviewed: Summer 2015
Date of next review: Summer 2018

Anti – Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Richard Avenue Primary School (RAPS). If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber(online) All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

RAPS acknowledges its responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is.
- All governors and teaching and non-teaching staff to know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents to know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

RAPS takes all incidents of Bullying seriously - The Head Teacher/Deputy Head Teacher will be kept informed of all reported incidents of bullying

1. Report bullying incidents to staff (class teacher in the first instance)
2. In cases of bullying, the incidents will be recorded by staff and parents informed.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.

Definition of Serious: Each case will be viewed on its own merits and take account of the fact that each pupil will have a different threshold. Seriousness will be defined as events or actions which give justifiable cause for concern and require parental involvement to help

resolve the situation. If such situations arise, it provides the opportunity to inform parents at the earliest opportunity.

4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. The school will work in active partnership with parents, as bullying strategies must be managed at home by parents as well as school:
 - i) to ensure the child is confident about dealing with the issue and feels supported to come back into school.
 - ii) the perpetrator is fully aware of what behaviour is expected of them.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Recording and Monitoring

All incidents of bullying will be recorded in the schools 'Behaviour Monitoring file', which is held by the Head Teacher and monitored on a regular basis. Class teachers will also have details recorded on the 'Class Social Profile' proforma.

Prevention

We will deliver our anti-bullying message predominantly through our whole school PSHCE scheme. This scheme builds upon and develops knowledge, skills and attitudes. It also helps to develop good self-esteem - which is very important in terms of reducing the need for someone to bully and for a bullied person to deal with/resist bullying behaviour. The scheme also deals explicitly with 'bullying':

- Positive school ethos
- Caring staff and positive pupil behaviour
- Anti-bullying themes in class and whole school assemblies
- Anti-bullying strategies-anti-bullying team, Circle time, work towards anti-bullying awards.
- Anti-Bullying information given to pupils and parents.

Complaints

If a parent feels that an incident has not been dealt with to their satisfaction, they should in the first instance make an appointment to discuss the matter with the Head Teacher. If they still not happy with the school's response then RAPS 'Complaint Procedure' is available.

REFERENCE:

KIDSCAPE - Anti-Bullying Policy for Schools (Guidelines) www.kidscape.org.uk

Homophobia

Incidents of homophobic name calling/bullying are taken seriously .We recognise both indirect homophobic abuse e.g. ‘your bag’s gay and direct homophobic abuse e.g. a boy is called a ‘poof’.

Principles – The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people.
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “You’re such a gay boy” or “That’s gay”.
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.
- We do not view homophobic name calling as “harmless banter”. We recognise that if it is not challenged at primary school it is harder to address at secondary school.
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this.

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil’s maturity and personal circumstances.

Foundation pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain ‘gay’ is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify “It’s when two men or two women love each other”.

- State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone.” Help child to understand how their behaviour affects others.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –

- Clarify “It’s when two men or two women love each other and there’s nothing wrong with that/the law says there is nothing wrong with that”
- State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it’s not using the word appropriately.” Help child to understand how their behaviour affects others.

Who should report a Homophobic incident?

Anyone who feels that a Homophobic incident has occurred should report the incident to the Head teacher or Deputy head teacher.

Dealing with a Homophobic Incident at RAPS

The Head teacher or Deputy Head Teacher will;

- i) Determine the facts by speaking to all concerned.
- ii) Speak to the perpetrator.
- iii) Speak to the victim.
- iv) Speak to perpetrator and victim together. Endeavour to resolve the matter through mediation and apology.
- v) Decide on an appropriate sanction.
- vi) Speak to the perpetrator’s parent / carer.
- viii) Speak to the victim’s parent / carer.

Reporting a Homophobic incident at RAPS

i) The Head teacher /Deputy Head Teacher will record any ‘Homophobic Incident’ in the ‘Behaviour Incidents File’ under Homophobic Incidents’. A written account of the incident will also be completed.

ii) If the incident is of a repeat nature and RAPS requires the assistance of more specialist advice/support:

The incident will be recorded on the LA’S online reporting system. RAPS will work with the support and guidance of the LA to address the issue.

Reporting a Racist Incident

Definition of a racist incident

RAPS has adopted the nationally recognised definition of a racist incident (as recommended by the 1999 MacPherson Report (findings and recommendations of the enquiry into the murder of Stephen Lawrence)):

‘A racist incident is any incident which is perceived to be racist by the victim or any other person’

Racist behaviour can be defined as that causing hurt or distress where the motivation is racial dislike or hatred, or behaviour based on prejudice against any racial group.

Racist behaviour may therefore take a wide variety of forms. It may be physical, written or spoken, involve a large or small number of people, and victims may be from either the minority or majority communities.

Some examples of racist behaviour are:

- Incitement of others to behave in a racist way
- Threatening behaviour against a person or group because of race
- Derogatory name-calling, insults, racist jokes and language
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist materials such as leaflets, comics, magazines or computer software into the workplace
- Using racist comments in the course of discussion
- Ridicule of an individual for cultural or religious differences, e.g. food, music, dress, worship, patterns, etc
- Refusal to co-operate with others because of their race

The list above is not exhaustive.

Racist behaviour can affect many people – not only those who are the target of the behaviour. Those who witness and even those who subsequently hear about it are also likely to be affected. There may be no apparent direct victim (for example in the case of racist “jokes” in an all-white school or workplace), but such cases must still be addressed in the interest of cultural change and the long-term effect on attitudes and relationships.

All racist incidents should be taken seriously, although they may vary in their degree of hostility. Some incidents may seem trivial, but may still express offensive racist attitudes. These implications need to be explained; even if there is evidence that there is no intention to cause offence. Similarly, the fact that the victim has not complained about an incident should not be seen as a reason for inaction.

Why is it important to respond to racist behaviour?

RAPS recognises that it is entirely unacceptable for anyone to be subjected to any kind of racist incident.

RAPS accepts its commitment to ensuring that incidents are dealt with and to make it clear on a regular basis that racist behaviour of any kind is totally unacceptable, and that no such incident will be allowed to pass without immediate challenge and appropriate action.

Staff are positively encouraged to report **all incidents**, as even incidents that may be considered “minor” usually indicate that there are issues to be addressed in order to prevent further incidents and make the necessary positive changes.

Who should report a racist incident?

Anyone who feels that a racist incident has occurred should report the incident to the Head teacher or Deputy head teacher.

Dealing with a Racist Incident at RAPS

The Head teacher or Deputy Head Teacher will;

- i) Determine the facts by speaking to all concerned.
- ii) Speak to the perpetrator.
- iii) Speak to the victim.
- iv) Speak to perpetrator and victim together. Endeavour to resolve the matter through mediation and apology.
- v) Decide on an appropriate sanction.
- vi) Speak to the perpetrator’s parent / carer.
- viii) Speak to the victim’s parent / carer.

Reporting a Racist incident at RAPS

- i) The Head teacher /Deputy Head Teacher will record any ‘Racial Incident’ in the ‘Behaviour Incidents File’ under Racist Incidents’. A written account of the incident will also be completed.
- ii) If the incident is of a repeat nature and RAPS requires the assistance of more specialist advice/support:

The incident will be recorded on the LA’S online reporting system. RAPS will work with the support and guidance of the LA to address the issue.