Anti-Bullying and Racism Policy

September 2020- 2021
(Including how to deal with Hate crimes and Racist Incidents)

Principles

Portchester Community School encourages all members of the school to understand and respect one another, appreciate the value of individuality, respect diversity of cultural background and facilitate equality of opportunity within the learning community.

As such this policy must be read in line with the School's policies on Equality of Opportunity, Safeguarding and Child Protection.

This policy also aims to challenge behaviour defined as a 'hate crime'. These are crimes committed against someone because of their disability, gender identity, religion or belief, or sexual orientation. Hate crimes can include; threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes or harassment.

- Staff and governors believe that all students are entitled to a safe and secure learning environment.
- Staff know that early intervention in a bullying situation is important if negative behaviours are to be modified and changed.
- Staff will work to ensure that students disclose problems in such a way that they feel safe and have confidence that the issue will be taken seriously, fully investigated and dealt with fairly.
- Students will be regularly reminded about the school's expectations of good citizenship, and the consequences of inappropriate behaviour.
- Students will be made aware of the link between this policy and the School's Behaviour Policy.

Bullying is antisocial behaviour. Staff will respond to bullies and those who incite bullying, in such a way that makes clear it is the action and/or the language that is being condemned, not the student.

Practice

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017

https://www.gov.uk/government/publications/preventing-and-tackling-bullying
and '*Cyberbullying: Advice for headteachers and school staff*' November 2014

Definition

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying is not a one off fight or argument; a friend sometimes being nasty or an argument with a friend.

Forms of bullying covered by this Policy

Throughout the years of secondary education students have the opportunity to meet and mix with many students. At this time, for some students, there can be **relational conflict**, i.e times when students do not get on socially which can result in occasional or one off behaviours such as name calling, pushing each other, taking each other's property and ignoring someone deliberately. This kind of behaviour is common amongst younger students and in families and as students get older it becomes less frequent and less of a problem. **Bullying** is something that happens in all schools but it is very different from **relational conflict** and it is less common**.**

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical /mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying
- Bullying via technology –"cyberbullying".

Procedures

If an incident of bullying is reported by a student or parent or witnessed by staff:

The member of Staff will:
- Remain calm and understanding
- Keep an open mind

- Recognise that parents or students may be angry or upset
- Take the incident seriously
- Listen to the student/parent
- Not make promises, including confidentiality, and report any welfare or Child Protection issues to the school's Designated Safeguarding Lead (DSL)
- Take action immediately by referring the matter to the Year Tutor or Year Leader
- Make it clear that an investigation will take place
- Record the details and explain the school procedures
- Request the help of the Pastoral Support Assistant

The Year Team will:
- Deal with all parties fairly
- Encourage the student(s) to give details:

    What? When? Where? How? Who?

- Ask the student(s) to write a statement
- Explain to the student(s) that matters related to bullying are taken seriously and explain the next stage in the process
- Gather information from all witnesses confidentially and in a way which respects privacy
- Talk to the person/people behaving inappropriately and ask for an explanation of the incident (s)
- Record the incident using the referral system. In the case of a hate crime or racist incident this will include completing the Hampshire form kept in the school's staff Safeguarding folder
- Discuss the incident(s) and decide on an Action Plan
- Inform the parents of both parties about the investigation and action taken according to the school sanctions as outlined within the school's behaviour policy (within 48 hours)
- Inform a member of The Senior Leadership Team about bullying incidents
- Inform the students about actions which will be taken
- Accurately record incident and interventions on the student(s) file
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying 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 schools behaviour policy.

Strategies to resolve conflict and support those who are targets of bullying include:
- Mediation to bring the matter to a resolution
- Monitoring of both parties for a specified period of time following the incident, through report cards or regular meetings or a diary or log book
- Individual self-esteem or anger management group work
- Involving parents. This will include working with them to provide positive role models and signposting them to independent advice about bullying

The Senior Leadership Team will:

- Follow procedure as outlined above or follow the Behaviour Policy, whichever is deemed most appropriate depending on the nature of the reported incident.
- Monitor incidents of bullying over a term and make improvements as appropriate
- Liaise with the Year Leader or Pastoral Support Assistant about specific incidents
- Contact parents if appropriate
- Evaluate the impact of the policy with Governors, Staff, Parents and Students
- Involve outside agencies, including the Police, if deemed appropriate, particularly those supporting our local community

Governors will:

- Review the policy on an annual basis
- Respond to parents if a complaint is made to the Clerk of Governors
- Meet with students who are referred as part of the Behaviour Policy

Monitoring of the Policy:

- The Assistant Headteacher with responsibility for Behaviour and Attendance will monitor and analyse bullying incidents and discuss their findings with the Pastoral teams and SENCO during their fortnightly Student Support meetings and with the Headteacher during line management meetings
- The Assistant Headteacher with responsibility for Behaviour and Attendance will monitor and analyse the effectiveness of the policy and discuss their findings with the rest of the Senior Leadership Team at least termly.

Links to legislation
There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:
- 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
- The Communications Act 2003
- Public Order Act 1986
- The Computer Misuse Act 1990

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Dealing with Racist Incidents

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Principles

At Portchester Community School we believe that all students and staff have the right to be treated with courtesy and politeness. No students or member of staff should ever feel threatened by another person's behaviour. Any reported incident will be taken seriously and dealt with.

When dealing with a racist incident the target of racism can expect

- The matter to be followed up and dealt with by staff
- Staff to listen sympathetically and privately
- Support and protection to be provided until the problem is resolved
- To be encouraged to report and continue to report any racist incidents

When dealing with a racist incident those exhibiting racist behaviour can expect

- The matter to be followed up and dealt with by staff
- Staff to help them to understand why their behaviour is unacceptable and help them change their attitude
- Their parents will be informed and may be involved in deciding on any appropriate actions

Definition

" We define a racist incident as any incident perceived to be racist by the target or any other person."
MacPherson Report 2000

Practice

This part of the policy has been written following reference to Hampshire guidance and examples of best practice.). It reflects Portchester Community School's commitment to tackling and reducing any racist incidents.

Procedures

If a racist incident is reported by a student or parent or witnessed by staff:

The member of staff will:

- Immediately contact the member of the Senior Leadership Team (Assistant Head Teacher) with responsibility for this area.

The Assistant Head Teacher will:
- Report the incident to Hampshire County Council and use their guidance (2010) to conduct their investigation
- Work with the Year Team to investigate and identify racist behaviour and acknowledge the incident
- Support the individual who has been targeted
- Explain to the aggressor, participants, bystanders and witnesses that the behaviour is unacceptable and the reasons why
- Refer to the Head teacher to decide on what action to take and use of appropriate sanctions
- Ensure the incidents are logged in Class charts and on SIMS Behaviour Management system. Serious incidents, which lead to a fixed term exclusion will also be recorded on a racist incident form.
- Encourage the individual who has been targeted to report any further incidents

- Inform the parents of the individual who has been targeted and the aggressor, explain action taken in relation to the school's policy

Further action could involve contacting the police and exclusion from school in the case of serious incidents.

In addition the school will systematically;
- Check for racist graffiti and ensure its prompt removal
- Remove all forms of racist literature and materials

Guidance on what constitutes types of racist behaviour

Provocative Behaviour

- Incitement of others to behave in a racist way
- The wearing of racist badges or insignia
- Racist comments in the course of lessons

Violence

- Physical assault against a person or group because of their colour, race and/or ethnicity

Verbal abuse

- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language
- Ridicule of an individual for cultural or religious difference, e.g. food, music, dress, worship patterns

Graffiti

- Racist graffiti

Possession/distribution of racist material

- Bringing racist materials such as leaflets, comics, magazines or computer software into school
- Using the school's computer systems to access and distribute any racist materials

Other

- Attempts to recruit other students to racist organisations and groups
- Refusal to co-operate with other pupils because of their race

Appendix 1

Guidance for Parents:

If your child tells you they are having friendship issues, experiencing relational conflict:

DO:

- **Listen to your child**

- **Ask questions:** These questions should be open ended and will help you learn more about the situation. "How did you feel when they said that/ posted that?" or "What happened next?" or "What were you hoping would happen?"

- **Ask how you can help:** Rather than jumping in with a suggestion or picking up the phone to "fix it," ask your child what they need from you. For example, "Do you want to hear what I think?" or "Do you need help coming up with a solution?"

- **Brainstorm together:** If your child wants to find a solution, work towards an answer together, rather than forcing them to do what you think is best. Think through different scenarios and help them to find strategies that they feel comfortable trying.

- **Keep the conversation open:** Friendships change rapidly, your child is going to need to talk often. Encourage open communication in the future by ending the conversation with; "If you ever want to talk more about this, I'm here for you."

- **Talk regularly about friendships:** Find ways to use books, TV shows or examples from your own life to talk about how to be a good friend, how to stand up for others and how to be confident when faced with peer pressure.

   DON'T

- **Fix the problem yourself:** It may seem easier to jump in and solve the problem for your child. However, your solution could make things worse. Encourage your child to think about what strategies they could use to handle the problem themselves.

- Force your child to stay with or change friends: Talk about the pros and cons of remaining with a certain group of friends. Review with them what makes a positive friendship.

- Assume your child is the victim: Your child may appear to be the one being picked on, but there may be more to the story. Use open ended questions to help your child tell you the rest of the story, " Ok, what did they do after you …"

- **Ignore hurtful comments**: If your child reports something hurtful, don't brush it aside or tell them that it is "nothing". You don't have to dwell on it, but empathise with them, and then turn the conversation to something positive about your child.

- **Allow bullying:** If you know or suspect that your child or their group of friends is acting in a way that is bullying other students, speak up. Talk with your child about bullying and explore how the other children may feel; encourage them to make amends.

If your child tells you they are being bullied:

DO

- **Listen to your child**

- **Ask questions:** These questions are open-ended, exploratory questions that will help you learn more about the situation. e.g….

- **Check all the facts:** Think about what your child has told you and talk to them about the differences between bullying and relational conflict. Try to understand, are they being bullied, or experiencing friendship problems which may resolve themselves naturally?

- **Help your child identify strategies they could use in particular situations** – try the websites listed below for ideas. Role-play different scenarios and strategies and help your child find one that she feels comfortable trying.

- **Encourage your child to tell a teacher if they are being bullied**.

- **If the situation is serious**, contact the Form Tutor or Year Leader yourself.

DON'T
- **Overreact**

- **Involve yourself** by contacting the child/parents (directly or via social media) as this makes it 'personal'

- **Assume your child is the victim**.

Appendix 2

Sources of support
Supporting Organisations and Guidance
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying	☐	Prejudice-based incident	☐	Both	☐

Concern raised by:

Victim	☐	Perpetrator	☐	Third party – staff	☐
Child/young person	☐	Parent/carer	☐	Other	☐

Where did the incident take place? Tick all that apply.

Bus	☐	Corridor	☐	Park	☐
Taxi	☐	Classroom	☐	Playground	☐
Toilets/Cloakroom	☐	Locker/changing room	☐	Online/social media	☐
On the way to/from school	☐	Other (please describe below)			☐

Other

**Details of reported   bullying/incident (please include
any derogatory language   used)**:

**Name and age/year/tutor group of target/s (some incidents may not have a
target):**

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age/year/tutor group of perpetrator/s:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:
(Tick all the boxes that apply from sections A and B).
*Section A (protected characteristics under the Equality Act and statutory
requirements under Prevent) – for definitions see Appendix 1.*

Disability/special educational needs/medical condition/mental health	
Ethnicity/race	
Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?	
Is this a repeat perpetrator?	
Are any of the individuals at risk of radicalisation?	

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:
Restorative approaches used?
Yes/No

Date recorded on school electronic behaviour record:

Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Appendix 4 –

ethnicity desriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

https://www.stonewall.org.uk/
https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre
http://www.educateandcelebrate.org/
https://www.theredcard.org/
https://www.mermaidsuk.org.uk/
www.hants.gov.uk/emtas
https://www.stophateuk.org/
http://report-it.org.uk/home
https://tellmamauk.org/
https://cst.org.uk/antisemitism/hate-crimes
http://www.galop.org.uk/
https://www.hampshire.police.uk
https://www.hampshire-pcc.gov.uk
https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre