

# Anti-Bullying and Racism Policy

John Ferneley College  
Last Reviewed: June 2021

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# Anti-Bullying Policy

## Our Intentions

Bullying in any form will not be tolerated in John Ferneley College. Our intentions are:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To respond effectively to all instances of bullying that are reported to us. Bullying can take place between students, students and staff, staff, individuals or groups.
- To ensure that all students and staff are aware of the policy and that they fulfil their obligations to it.
- To raise awareness of bullying across the school.

## Our Definition

Our definition of bullying is:

*“Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally” (DCSF, 2007).*

Bullying can include:

- Physical (hitting, kicking, taking another’s belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Indirect (spreading rumours, excluding from social groups, cyber bullying via sending malicious emails or text messages). Bullying can be an attack on a group to which an individual may belong. At MET schools, in accordance with the Equal opportunities Policy, we will pay particular attention to any form of bullying involving;
  - Race
  - Sexual orientation
  - Religion
  - EAL
  - Disability and Special Educational Needs
  - Looked After Children

## Creating a Positive Learning Environment

The JFC Behaviour Policy explains how positive behaviour in school is used to create an environment where students take responsibility for their own and each other’s well-being. Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy; create an anti-bullying ethos and encourage students to manage their relationships positively with others.

We use the Tutor Time, RSE and PSHE programmes to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.

Assemblies and drop downs are also used to promote awareness of the negative consequences of bullying. The school also believes in raising awareness through the Anti-Bullying events. The JFC Student Leaders will be included in the annual review and evaluation of this policy, involving wider student consultation if required.

Our Anti-Bullying Policy can be accessed on the school website or alternatively a copy can be requested from school reception. The policy is also uploaded onto My Concern.

Whenever possible, we endeavour to work with feeder schools, parents and students to create the best possible learning environment for every pupil. We aim to provide understanding and tolerance of all our differences and encourage our students to disown bullying in any form. Transitional visits by staff and peer mentors into primary

schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

## **Reporting, Responding and Recording Incidents**

It is important that incidents of alleged bullying are reported immediately, so that appropriate action can be taken by the school in supporting all parties involved.

If the incident is deemed not to be bullying, it will still be considered serious and therefore dealt with under the Behaviour Policy.

Parents are encouraged to report any concerns relating to bullying to the Form Tutor or Head of Year via a telephone call or, if required, ask for an appointment. Should neither be available, then a member of the Senior Leadership Team will act on their behalf.

Students who have been bullied, or have witnessed others being bullied, should ideally report the incident to their Form Tutor and/or the safeguarding team. The staff member will investigate the allegation in order to reach a resolution, whilst keeping the Head of Year informed via our internal recording system (My Concern and the safeguarding email alias). If the Form Tutor is not available, students should report to any other member of staff (teaching or non-teaching) who will take appropriate action to report the matter to the Safeguarding Team and the Head of Year. The Safeguarding Team will report termly to the Governor with oversight of Safeguarding, who will also have oversight of Anti-bullying in the school.

- We will provide support to students who are bullied by:
- Assuring them that it was right to report the incident
- Encouraging them to talk about how they feel
- Ascertaining the extent of the problem by interviewing those involved and taking written statements where necessary
- Trying to ensure that they feel safe by discussing strategies to remain so
- Asking them to report and further incidents in order that the bullying can be stopped
- Involving friends, peer support, mediation and restorative justice approaches (with pastoral support staff or other staff) and parents/carers, where appropriate.
- Considering and applying sanctions under the behaviour policy (refer to policy)

We will provide support to students involved in bullying others by;

- Encouraging them to talk about how they feel
- Involving parents, carers and staff to ascertain what support they need. e.g. anger management, counselling
- Using sanctions under the Behaviour Policy to impress upon the perpetrator that their behaviour is unacceptable and will not be tolerated
- Monitoring future behaviour and taking appropriate course of action

All incidents of bullying will be reported to the safeguarding team and are then recorded on My Concern to allow tracking, monitoring and evaluation. This will in all instances include;

- Incident details
- Details of alleged perpetrator
- Details of victim
- Action taken including sanctions applied
- Resolution
- Staff involved

This information will be used by the Senior Leadership Team and the safeguarding team for;

- Sharing of good practice
- Ensuring parity in dealing with incidents

- Identifying where bullying is a factor in non-attendance at school
- Exclusion data relating to bullying

### **Evaluation and Review of Anti-Bullying Policy**

The Anti-Bullying policy will be evaluated and reviewed each term and updated yearly to reflect findings. An anti-bullying focus group representing governors, staff, students, parents and carers will hold responsibility for this process and make recommendations to the Senior Leadership Team and Governing Body. The policy will be evaluated using the following measures:

- Feedback from students
- Respect Ambassadors feedback
- Review of data from SIMs and My Concern (attendance records, number of exclusions, number of incidents etc.)
- Consultation with parents/carers and staff via questionnaires and verbal feedback
- Review of number of complaints and compliments from parents

### **Ownership of this Policy**

The Headteacher and Lead DSL are responsible for introducing and implementing this policy. However, it is the responsibility of all staff, students and parents/carers to play an active part in the development and maintenance of this policy.

## **Racist Bullying and Racist Incidents Policy**

*“All schools’ behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it” (DfEE Circular 10/99).*

It is the aim of the school that our policy on Racism and Racist bullying should be explicit and widely known to parents and students. We do not tolerate any form of racism or racist bullying in any context and our operational policies and procedures ensure that:

- Racist behaviour is clearly identified as such
- Preventative action is taken to reduce the likelihood of racist incidents occurring
- The victims of racist incidents are dealt with effectively
- The frequency and nature of racist incidents are monitored within the school
- There is regular reporting of racist incidents to the Governing Body
- There is regular reporting of racist incidents to the LEA

### **Identifying Racist Behaviour**

John Ferneley College has adopted the definition of racist incidents, as recommended by the Stephen Lawrence Inquiry:

*“A racist incident is any incident which is perceived as racist by the victim or any other person”*

This removes any doubt or ambiguity over whether an incident should be recorded as racist. Racist behaviour could involve any of the following activities:

- Verbal abuse and threats
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Racist comments in the course of discussions
- Ridicule of an individual's cultural differences, e.g. food, music, dress, language, telling of racist jokes, etc.

- Bringing racist materials such as leaflets, comics or magazines into the institution
- Attempts to recruit other students into racist organisations
- Physical assault which is racially motivated
- Damage caused to a person's property which is racially motivated
- Incitement of others to behave in a racist way
- Refusal to co-operate with other students because of their race

Failure to take action, even when an incident appears to be of a minor nature could be seen as condoning racism and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in the Behaviour Policy.

### **Prevention of racism**

The National Curriculum (1999) exhorts teachers to create an effective learning environment where:

- The contribution of all students is valued
- All students can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and students learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
- Students learn to take responsibility for their actions and behaviour both in school and in the wider community
- All forms of bullying and harassment, including racial harassment, are challenged

The ethos of our school is central to successful anti-racist practice. Making clear the Governing Body's expectations of how staff, children and young people should treat each other is paramount.

### **Supporting Victims**

It is important that staff are aware of the priority attached to supporting victims, and that prior to an investigation, all allegations are taken seriously. Racial harassment is intimidating and its victims can feel isolated and disabled when taking action.

It is clear that much under-reporting of incidents relates to victims' perceptions of the likely response to a complaint. This, they often believe, will be:

- a lack of belief
- accusations of being troublemakers or having a chip on their shoulder
- ostracism by colleagues or fellow students
- assumptions about a lack of a sense of humour
- a belief that the harassment was in some way provoked or invited

Therefore, any person investigating an incident needs to be aware of these common perceptions.

Whatever happens, it should never be implied that harassment or an attack is the victim's fault. The identification of the victim of an incident may not at first be straightforward. The investigation of its context and background must take account of the possibility of serious provocation lying at the heart of the responses of the individuals concerned. This is not to condone retaliatory action, particularly the use of violence, but to recognise that where the victim of racial harassment has retaliated, the action, particularly the sanctions contemplated, should take account of the degree of provocation.

## **Principles for effective action**

Victims and, where appropriate, their families should have a clear point of contact for advice and support.

Wherever possible there should be a member of staff with clearly designated responsibilities. Alternative sources of support should be identified either amongst staff or within the local community in case the designated member of staff is unavailable or the victim expresses a wish to be supported by someone of his/her own choosing.

The procedures for reporting all incidents and/or making a complaint should be made known to pupils and staff.

Victims should be kept fully informed and if necessary advised where they can go for further assistance.

Victims should be advised of their rights to contact the police if they think a criminal offence has occurred.

There should be clear opportunities for victims and/or their families to express their wishes. These should always be treated seriously and acted on if appropriate.

## **Dealing with Perpetrators**

Situations in which racial incidents occur vary enormously. In every case the context in which the incident takes place will influence the school's response. This may range from gentle but firm correction and explanation to the use of disciplinary procedures.

Incidents do need, therefore, to be assessed in terms of seriousness to assist everyone in gauging their response. The overriding need is to ensure that a clear message is sent to perpetrators that the behaviour will not be tolerated.

As with other types of bullying and abuse, a pattern of seemingly minor events can have a cumulative effect on the victim and the victim's community. It is important that staff and students perceive the response to be genuinely even-handed. Firm rejection of the offensive behaviour needs to be combined with a framework of discipline that is perceived as fair.

Sanctions should not just be punitive but should include counselling and training where appropriate.

Wherever possible a full apology to the victim should be sought from the perpetrator and should accompany any sanctions imposed.

## **Principles for effective action**

All staff members should understand the steps that will be taken in response to an incident. They will need to be clear about:

- their expected initial response and the boundaries for their independent action
- when an incident should be referred on to be dealt with by a senior or designated member of staff
- incidents requiring the direct involvement of the Principal
- the involvement, where necessary, of the Governing Body
- the involvement, where necessary, of the Police
- the need to record all incidents
- the follow up to an incident including dealing with its impact on the school community
- the expected timescale for responding to and following up an incident

## **Monitoring and Reporting of Racist Incidents**

It is important to record racist incidents for the following reasons:

- To obtain a full picture of the frequency and nature of racial incidents
- To target additional resources to combat racism

- To identify groups or individuals who are regular victims or perpetrators of racial harassment
- To monitor the effectiveness of measures taken to prevent racism

The Local Authority is required to publish the overall number of reported racist incidents as part of the national 'Best Value' Framework. JFC will keep a log of all racist incidents that have been reported via My Concern.

### **Involvement of Parents**

The school's procedures for dealing with racist incidents should be publicised and explained to parents. Parents should be informed if their child is involved in a racist incident, either as victim or perpetrator. If possible it should be ascertained whether the incident is isolated or part of a pattern of racist behaviour against the family in school or in the wider community. Parents of perpetrators need to understand how seriously racial incidents are taken.

### **Complaints**

If a parent or member of staff is not satisfied with the steps taken as a result of a racist incident, the complaints procedure is the same as for other complaints.

