Ladygrove Primary School

Anti-bullying Policy





January 2020

reviewed

March 2021 to be reviewed.

March 2022

Introduction

This policy has been developed and implemented in consultation with the whole school community including pupils (via our Team Safeguarding and School council groups) , parents/carers (via our representative of our school PTA and parent governors) staff (via dedicated meeting time) and governors. It was written with reference to the Equality Act 2010.

Ladygrove Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

This should be read alongside our policies on School Improvement, Equality and Diversity, Teaching and Learning, Special Educational Needs and Behaviour and Safeguarding

This policy is written for adults and should be read in conjunction with the following other policies:

- Teaching and Learning policy
- Equality policy
- SEND policy
- Behaviour for learning policy
- PSHE
- Child Protection and Safeguarding policy
- Acceptable User for IT

Child friendly versions written by children for children are also available and are reviewed by children of all ages each year.

Policy into procedure

Our school procedures for safeguarding children are in line with Children Services Authority (CSA) and the Local Safeguarding Children Board (LSCB) procedures.

We will ensure that:

- We have a designated member of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right. The named person is **Mrs Joanne Weichlbauer.**

- We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues. The named person is **Miss Emily Guess.**

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection and Safeguarding procedures.

- Our procedures are regularly reviewed and up-dated.

- All new members of staff are given a copy of our anti bullying policy as part of their induction into the school.

Roles and Responsibilities

The Designated Person is responsible for:

- Adhering to the LSCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

Statement of Intent

Ladygrove Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher or in their absence/ unavailability the deputy headteacher. A clear account of the incident will be recorded on the school recording system. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Ladygrove Primary School, our definition of bullying adheres to the Anti-Bullying Alliance who define bullying as 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 cyberspace.

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

We use the acronym STOP:



- ***S****everal*
- ***T****imes*
- ***O****n*
- **P**urpose

with the children and couple it with the STOP sign.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:
Everybody has the right to be treated with respect.
Everybody has the right to feel happy and safe
No-one deserves to be a target of bullying,
Pupils who bully need to learn different ways of behaving National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Peer on Peer abuse (see Peer on Peer abuse policy)

KCSIE (Sep 2020) states that all staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault;
• sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
• up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
• sexting (also known as youth produced sexual imagery); and
• initiation/hazing type violence and rituals. 30. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Lessons, safeguarding displays and Child Protection policy all highlight the NSPCC numbers as important points of contact.

NSPCC number for adults: 0808 800 5000,
NSPCC number for children: 0800 1111
NSPCC number for Abuse in Education 0800 136 663

Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. Incidents of Racist bullying will also be logged as a Racist Incident and logged using our CPOMS system and also reported to the LA using our IRIS racist incident system.

Homophobic and Transphobia Bullying:

Homophobic and Transphobia bullying does not only affect lesbian, gay and bisexual (LGB), transgender young people. Anyone who is perceived as different can become a target of homophobic or transphobia bullying. Like any other form of bullying, homophobic and transphobia bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. Incidents of homophobic or transgender bullying will also be logged as a transgender/ homophobic incident and logged using our CPOMS system. We are a Stonewall school and annually subscribe to the Stonewall resources. We use these to support Transgender and Homophobic education across school.

Special Educational Needs and Disabilities:

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Cyberbullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. As such these incidents will be treated as a Child Protection issue.

Upon any incident where "cyber" bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will done with The Designated Person for Child Protection and the Headteacher, and if appropriate, outside agencies.

We recognise and will act in accordance with guidelines set down by the DCFS on cyberbullying as specified on **www.dcfs.gov.uk/bullying.**

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying and take actions to stop the bullying from happening again.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.

- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant). This work is undertaken by our Inclusion and Wellbeing manager.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

The curriculum and Anti-bullying related activities and events

As a school we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.
- Include in the curriculum on a weekly basis, PSHE following the school JIGSAW scheme, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Work with Theatre Groups and other professionals working within the Child Protection arena to equip young people to stay safe.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Playground Buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. They will listen to the child and ask open ended questions using the TED (Tell, Explain, Describe) model to find out what has happened. The person who takes the initial concern relating to bullying will record it on the school monitoring system. They will make a note of the type of bullying that it is and the children it involves. They will then discuss the incident with the headteacher (or in their absence/ unavailability the Deputy headteacher).

Responding to Bullying:

- Following an incident of bullying, the class teacher and deputy headteacher/ headteacher will come up with plan to address the bulling.
- Parents of the victim and the perpetrator (the bully) will be spoken to.
- Work will be put in place to support the victim.
- Work will also be put in place to modify the behaviour of the bully and to educate them that their behaviour is unacceptable.
- A period of work may be carried out for the victim, the perpetrator or both the victim and the perpetrator with our Inclusion and Wellbeing manager. They will offer support via bespoke programmes tailored to the needs of the individual and the situation.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns

must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and re assurance for the victim paramount.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Bullying of Staff

- Bullying of staff by other staff, pupils or parents will not be condoned.
- Staff should report any such incidents to the Headteacher immediately. If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.

Allegations of bullying against staff

- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Family Connect, the Local Authority LADO and the school's HR department.
- If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with Family Connect, the Local Authority LADO and the school's HR department.
- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.
- If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should follow the principles outlined in the Council Whistle Blowing policy if they feel this is appropriate.

Working with parents:

•If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at our school and monitors the situation carefully.

•If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
•The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
•Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
•The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
•If parents feel that their concern has not been dealt with appropriately, they should follow the schools complaints policy.

Appendix A

TYPES OF RACIST INCIDENT AND POSSIBLE RESPONSES

The following is a brief description of what racist incidents might look like and an equally brief outline of possible immediate responses.

Ladygrove Primary School and Nursery recognises that children and young people who are English as an additional language learners, may not understand that they are experiencing racism or may have difficulty in explaining what has happened to them. It is also important to understand that international, national and local issues such as 9/11, 7/7 and extremist group activity, can lead to an increase in racist incidents

The DCSF Safe to Learn: Embedding Anti-Bullying Work in Schools (2007) states

> *..Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying ... (Katz et al (2001), Bullying in Britain: testimonies from teenagers)... Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.*

CONTENTS

1. **VERBAL**

2. **REFUSAL**

   To work, sit or play with another

3. **CONTACT**

   Physical assault, spitting or throwing things

4. **ORGANISED RACIST ACTIVITY**

5. **CYBER**

6. **OTHER**

   Collusion/damage/written abuse

   Racist graffiti

7. **INCIDENTS OUTSIDE THE SCHOOL GATES**

   On journeys to and from school, during school organised off-site activities or within the immediate vicinity of the school.

8. **INCIDENTS INVOLVING MEMBERS OF STAFF OR VISITORS TO THE SCHOOL**

1. VERBAL

- Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Abuse or threats.
- Derogatory name calling, insults or use of racist language.
- Racist jokes or comments.
- Racist comments in the course of lessons.
- Incitement or encouragement of others to behave in a racist way.

Possible immediate response

- Never ignore any form of racist abuse, including name calling, and never let racist statements go unchallenged.
- Provide immediate support for the victim(s) and others who may have witnessed the incident.
- Explain fully to the perpetrator(s) that racism is unacceptable and will not be tolerated. Ensure that the perpetrator(s) are clear about the standard of behaviour expected.
- Inform parents/carers of both victim(s) and perpetrator(s).
- Take all necessary action to address the issue and prevent recurrence.
- Review after an appropriate period of time.
- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

2. REFUSAL

- Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, ethnicity, culture, religion, language or clothes.

Possible immediate response

- Support the victim(s).
- Explain to the perpetrator(s) why their behaviour is inappropriate and unacceptable.
- If appropriate, isolate the perpetrator for a period of time.
- Arrange activities to develop cooperative play and build empathy skills.
- Inform parents/carers of victim(s) and perpetrator(s).
- Review after an appropriate period of time.

- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

3. CONTACT

- Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.

Possible immediate responses

- Support the victim(s).
- Explain to the perpetrator(s) why such behaviour is inappropriate and that it will not be tolerated.
- Inform parents/carers of victim(s) and perpetrator(s) by letter.
- Consider appropriate sanctions including exclusion of perpetrator(s).
- In incidents involving serious, or repeat physical assaults, inform the police.
- Take all necessary action to address and prevent recurrence.
- Review after an appropriate period of time.
- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

4. ORGANISED RACIST ACTIVITY

- Recruitment of, or attempting to recruit, others to racist organisations.
- Bringing racist materials (computer software, leaflets, comics, books, magazines, CDs, videos) into school.
- Provocative behaviour e.g. wearing racist badges or insignia.

Possible immediate response

- **Attempt to recruit to racist groups or organizations**
    - Interview the individual who was trying to recruit and explain why such behaviour is inappropriate and will not be tolerated.
    - Explain to others involved why belonging to such groups is inappropriate and will not be tolerated.
    - Inform parents/carers.
    - Take all necessary action to address and prevent recurrence.
    - Consult the Police Hate Crimes Officer.

- **Bringing racist materials such as leaflets, cartoons, comics, magazines, CDs or videos into school.**
    - Explain why such behaviour is inappropriate and will not be tolerated.
    - Remove all forms of racist literature or other materials.
    - Take all necessary action to address and prevent recurrence.
    - Inform parents/carers.

- **Wearing racist badges or insignia**
    - Never permit the wearing of racist badges or insignia.
    - Confiscate the racist items.
    - Explain why such behaviour is inappropriate and will not be tolerated.
    - Inform parents/carers.
    - Take all necessary action to address and prevent recurrence.

FOR ALL THE ABOVE:

- Review after an appropriate period of time.
- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

5. CYBER

Cyber bullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message. DCSF Safe to Learn: Embedding anti-bullying work in schools

- Racist abuse via text message or instant messenger services or email
- Interfering with electronic files
- Misuse of social network sites
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones/camera phones.
- Interfering with e-mail accounts.

Possible immediate responses

- Support the victim(s).
- Explain to the perpetrator(s) why such behaviour is inappropriate and that it will not be tolerated.

- Confiscate mobile phones if it is suspected that they contain evidence of offensive material but **DO NOT** search phones for such evidence – consult the police as only they have the authority to do this.

- Inform parents/carers of victim(s) and perpetrator(s) by letter.

- Consider appropriate sanctions including exclusion of perpetrator(s).

- In incidents involving posting the internet consult Local Authority ICT colleagues. Richard Lawson has informed schools that Policy Central monitoring software has been deployed on the network and is currently requiring users to agree to an acceptable use policy (AUP) when they log on. It is a vital component of the Local Authority strategy for safeguarding children. This software checks for violations of the AUP against a number of categories. These include bullying, racism, pornography, internet grooming, self harm, substance abuse, etc. It does this by comparing what is on the screen (either typed by the user, in any program, or on a website the user is visiting) with a dictionary of terms compiled by experts in the field of e-safety.

- In incidents involving posting race hate items on the internet, because this is in the public domain, inform the police.

- Take all necessary action to address and prevent recurrence.

- Review after an appropriate period of time.

- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

FOR ALL THE ABOVE:

- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

6. OTHER

- Colluding or condoning the racist comments/actions of others.
- Damage to property/belongings which is racially motivated.
- Racist graffiti.
- Written abuse or offensive drawings (in/on books)

Possible immediate response

- **Collusion/damage/written abuse**

    - Support the victim(s).

    - Explain to the individual(s) or group why such behaviour is unacceptable and that it will not be tolerated.

- Take all necessary action to address and prevent recurrence.
- Inform parents/carers.
- Review after an appropriate period of time.

- **Racist graffiti**
  - Report all racist graffiti to the designated person for racist incidents.
  - Establish if it is linked to graffiti in the locality and, if it is, contact the local Police Hate Crimes Officer to see if the police wish to be involved or if they need you to photograph it.
  - Remove immediately if the police are not going to be involved.
  - Take steps to discourage further instances through assemblies and tutor time.

FOR ALL THE ABOVE:

- Record using the LEA online **Individual and Annual Return Racist Incident Reporting and Recording System (IRIS)** or the school's procedure.

7. INCIDENTS OUTSIDE THE SCHOOL GATES

- Incidents that happen outside the school include those on journeys to and from school, during school organised off-site activities or within the immediate vicinity of the school.

- Such incidents should be afforded the same level of response as those which occur inside the school grounds. This response is also appropriate for incidents occurring outside school hours.

  The DCSF document *Safe to Learn: Embedding Anti-bullying work in schools* (2007) states

  The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

  In addition, the Court of Appeal case of Leah Bradford-Smart v West Sussex County Council (2002) established that although, as a rule, a school was not in breach of its duty to a school pupil by failing to prevent the pupil from being bullied outside school, there might occasionally be a breach of duty for failing to take steps within its power to combat the harmful behaviour of one pupil towards

another outside school. This would particularly be the case where an incident that started outside of school spilled over into school life.

- Depending on the seriousness and location of the incident, schools may wish to refer to external agencies for support or advice.

- If necessary, schools can report such incidents to the police for example through the Community Safety Officer.

- Such incidents should still be recorded and reported in the usual way.

8. INCIDENTS INVOLVING MEMBERS OF STAFF OR VISITORS TO THE SCHOOL

- People who work at school, whether they are direct employees or contractors' staff, may be the subject of allegations of racial harassment, either as perpetrators or victims.

- When the victim of a racist incident is a member of staff, or a visitor to the school, they should be given full support from colleagues.

- All staff who are employed by the governing body are subject to the schools' personnel procedures, including the disciplinary, grievance and harassment at work procedures.

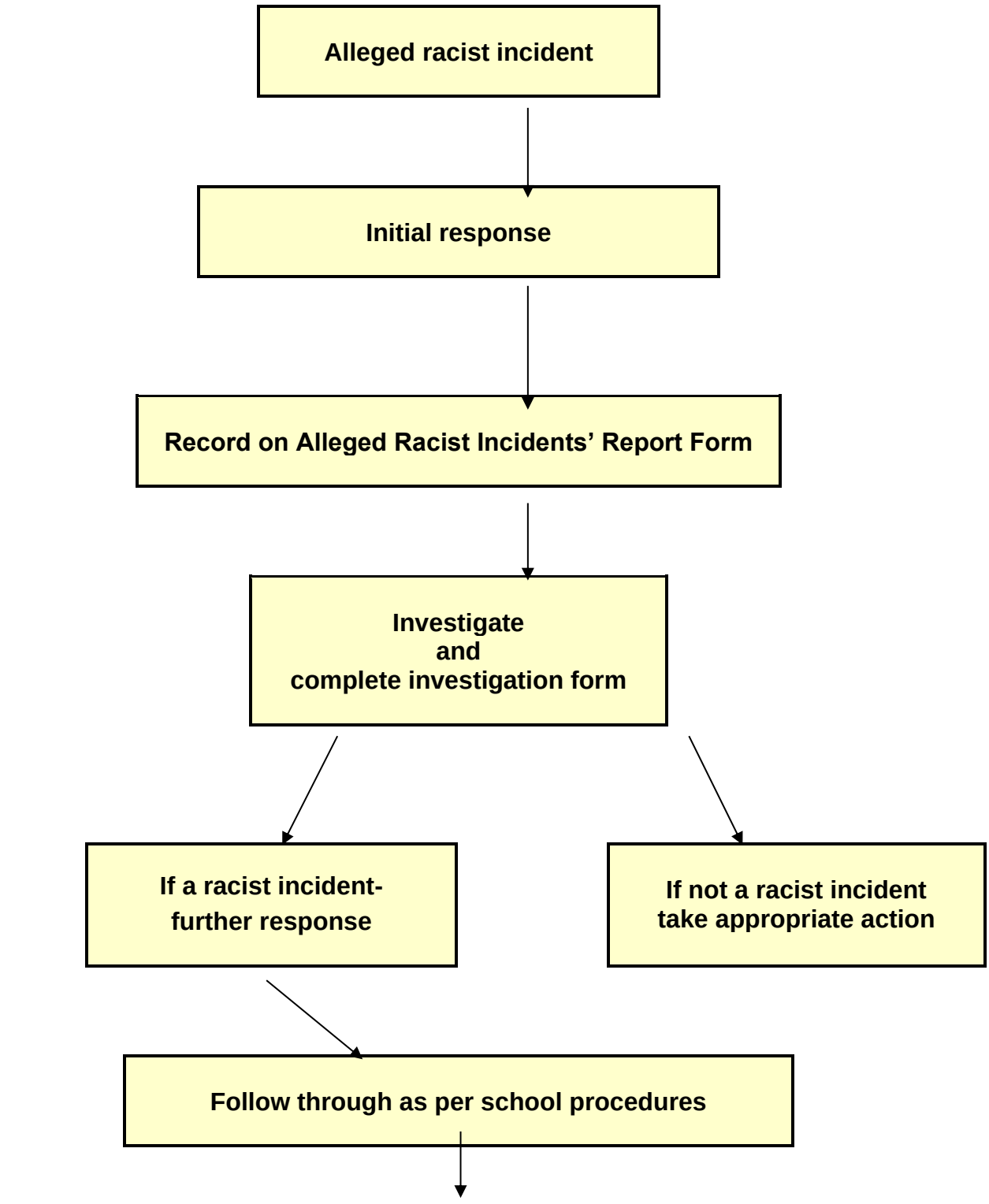
- Schools should be explicit about their position on all forms of racist behaviour, by outlining this in relevant policies and documentation and displaying brochures and notices around the premises.

- A complaint about racial harassment by someone who is not an employee (such as a parent or external contractor) should be dealt with as thoroughly as is possible although it is recognised that any investigation may be constrained by the unavailability or unwillingness of people who are not employees to be questioned. However, the duty remains for management to deal with the complaint.

- Such incidents should be reported in line with school policies.

Appendix B

Dealing with Racist Incidents: Overview of actions that need to be taken by schools and settings.



Log on Local Authority Individual and Annual Racist Incident Reporting and Recording System (IRI

Policy- Document Status			
Date of initial Policy Creation	**March 2021**	**Named Responsibility**	Joanne Weichlbauer
Date of review completion	**March 2021**	**Named Responsibility**	Joanne Weichlbauer/ DSL team
Inception of new Policy	**March 2022**	**Named Responsibility**	Full Governing Body
Date of Policy Adoption by Governing Body		March 2021	