



# **Kemsley Primary Academy**

## **Anti-Bullying and Anti-Discrimination Policy**

<i>Signed by Headteacher:</i>	<i>Miss I Homer</i>
<i>Signed by Chair of Governors</i>	<i>Mr S Edwards</i>
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## **Anti-Bullying & Anti-Discrimination Policy**

### **Introduction & Context**

Any reports of bullying or discrimination are taken seriously and incidents are investigated with the aim that matters are resolved as soon as possible.

### **In our school we aim:**

- to create an atmosphere where all children, parents and staff feel happy and confident
- for children, parents, visitors and employees to feel able to approach any member of staff if they have concerns about bullying or discrimination involving themselves or others
- to take all concerns seriously and investigate the reported incident(s) fully
- for children to take responsibility for their own actions
- to give children confidence to be assertive and be able to say, for example, "Stop!" or "Don't do that. I don't like it."

### **What is Bullying?**

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. Bullying could be verbal, indirect or physical (V.I.P.). Incidents of bullying can include (but are not limited to);

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- damaging school work
- damaging school/home equipment
- Intent to harm via social media

**It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.**

**Bullying is a hate crime. It is against the law to discriminate against or bully anyone because of:**

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

According to the Equality Act, 2010, staff, students and visitors are legally protected from discrimination or bullying of the above nine protective characteristics.

### **What is Discrimination?**

Discrimination can include all of the above behaviours but can also include one-off incidents and be focused around a person's skin colour, culture, religion, gender, sexuality, language, disability, special educational need or perceived social or economic status. This is not a complete list. Single incidents may lead to repeated behaviours across a number of individuals of a similar perceived group.

Microaggressions – an act or remark that discriminates against one or more members of a minority group, either deliberately or by mistake. School-specific examples:

- Mispronouncing the names of pupils, even after being corrected
- Giving pupils 'easier to pronounce' nicknames
- Setting lower or higher expectation of a student based on their race or ethnicity.
- Asking a student to speak for or represent their entire group.
- Providing representation of only a narrow group of famous or accomplished people or reducing acknowledgement of a group to one month or day a year of recognition.

Microaggressions can have macro impacts. Research has found that racial microaggressions are linked to low self-esteem, increased stress levels, anxiety, depression and suicidal thoughts. Racially minoritised people who experience microaggressions are more likely to feel sadness, anger and hopelessness. This will form part of annual staff training and pupils will also explore this during PSHRE.

### **Prevention of Bullying & Discrimination through Learning**

All staff are aware of the importance of being pro-active in dealing with such incidents. We address bullying & discrimination by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does following our behaviour policy. The School Council and Anti-bullying Ambassadors proactively promotes British Values and are role models for others as good citizens.

We encourage this positive, preventative approach through a broad and balanced curriculum, particularly around personal, social, health and relationships education (Jigsaw) and religious education. We provide opportunities to encourage children to talk about their feelings 'good' and 'bad' through stories, class discussions, assemblies, role play and drama. We encourage visits to and from people and places that represent our diverse local and national communities to widen our pupils' understanding and appreciation of others.

We encourage the use of circle time (shared class opportunity for children and teacher to talk together) to promote positive behaviour towards others and promote self-esteem.

We look to promote our pupils' understanding of friendship through co-operative work and play situations in and out of the classroom; we also use storybooks and poems that talk about and illustrate friendships.

We promote the understanding of friendship through PSHRE, the use of playground equipment to give constructive activity during break times and aim to maintain a consistent approach to

unacceptable behaviour by all members of staff. Our ethos, behaviour policy, and processes treat all children fairly and equally. We praise positive behaviour through school reward systems such as Dojo and teach children to know what is acceptable or unacceptable behaviour in school and why.

### **How alleged incidents are reported and followed-up**

#### **Incidents of bullying or discrimination may be reported by;**

- a parent/guardian of a child who is being bullied
- a child who is being bullied
- other children not directly involved in the bullying
- a member of staff
- a visitor or member of the public

Incidents will all start as 'alleged' until further investigation ascertains whether it becomes 'suspected' (more than likely) or 'certain'. All claims of alleged bullying or alleged discrimination will be taken seriously and investigated promptly and recorded in the first instance using the behaviour concern form.

If an alleged incident of bullying or discrimination is reported to a member of staff other than the class teacher, the class teacher must be informed at the first possible opportunity. The member of staff reporting the alleged incident should speak to the child/children involved preferably alongside the class teacher as a team. If it is the teacher that the incident is reported to they must work with a colleague as a team – this does not need to be someone from SLT. These conversations may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.

#### **The member(s) of staff involved should try to ascertain the true details by;**

- taking the incident seriously
- keeping calm, never over-reacting
- acting with fairness whilst also showing displeasure with the alleged behaviour
- listening to all sides of the reported incident and taking notes quoting exactly what the pupils or adults claim they saw or heard
- reassuring the victim

#### **The reporting staff member will;**

- make sure that all parties involved understand what behaviour is being disapproved of and why
- be sure to treat all parties fairly and with a consistent approach
- try to decide on a positive course of action for all parties which may involve informing parents or carers
- encourage all parties to agree and understand the reasons behind the agreed action to prevent any recurrence of unwanted incidents through the implementation of the "No-Blame" approach

Our pastoral care team may work with the children involved and use Friendship Groups and social stories to resolve any potential on-going situations.

#### **Once an incident becomes 'Suspected' or 'Certain'**

All such incidents of bullying or discrimination, once investigated, should be reported to a senior leader. Together the 'team' members involved will decide whether parents should become involved at that stage. If the reported incident is judged to be bullying or discrimination, then a copy of the key details relating to the children involved must go in their personal files.

**This report should include;**

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken and by whom

When incidents have been identified as bullying or discrimination and a report has been made then parents of both parties should be informed of the agreed course of action. It is important for school and home to work together to try and ensure that the incidents do not recur. It must be remembered that both the parties may need help to prevent the actions recurring. On most occasions this help will be from within the school and home. However, on rare occasions outside agencies may need to be involved. If external support is considered necessary, then this would initially be done through the Early Intervention Team (EIT) or an Education Psychologist and must involve the child's/children's parents at this stage.

**The Role of Governors**

The local governing body supports the Headteacher in all attempts to eliminate bullying and discrimination from our school. The local governing body will not condone any bullying or discrimination and any incidents that do occur will be taken very seriously and dealt with appropriately. The local governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to ensure accurate records of all incidents of bullying and discrimination are kept and that a summary of these and the effectiveness of school antibullying and anti-discrimination strategies are provided on request. If a parent is not satisfied with the outcome of an incident they can ask the chair of governors, in writing, to consider the matter. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying or discrimination. In all cases the governing body notifies the Headteacher, and asks him/her to investigate the case, and to report back to a representative of the governing body.

**The Role of Parents and Carers**

Parents and carers have a responsibility to support all our school policies, actively encouraging their children to be a positive member of their school. Any parents or carers who suspect that their child may be the victim of bullying or discrimination or if they believe that their child may be the perpetrator of bullying or discrimination, should contact their child's class teacher immediately. All alleged cases will be thoroughly investigated within 24 hours of the incident being reported, but additional time may be necessary. If parents are not satisfied with the response from class teachers, they should contact the appropriate senior leader who will then carry out a further investigation into the incident.

**The Role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied or discriminated against, and if the behaviour continues, they must keep on letting people know. Both the School Council and our Anti-bullying ambassadors proactively promote anti-bullying, kindness, care and respect. All pupils are also encouraged to be positive role models for others within the school community. Pupils are invited to tell us their views about a range of school issues, including bullying and discrimination, through pupil perception surveys and pupil questionnaires. This policy should be read in conjunction

with our Behaviour policy, which is extensively reviewed (annually) and also our Special Educational Needs policy amongst others.