



# Norwich Road Academy

## Anti-bullying and Prejudice Related Incidents Policy

This policy incorporates all prior anti-bullying statements and guidance on reporting 'Identity Based Incidents'. It is also based on DfE guidance, "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017.

This policy should be used with current DfE and Norfolk County Council guidelines.

Date of policy	April 2024
Member of staff responsible	J Miles
Review Date	April 2025

## Aims

Our aims are:

- To provide a school environment where all children feel safe, happy and secure in school.
- To ensure that all members of our school community have an understanding of what constitutes bullying and prejudice.
- To provide positive role models, who reinforce positive behaviours, challenging victimisation and discrimination.
- To ensure that all members of our school community have guidance and strategies to deal with bullying and prejudice related incidents.
- To encourage children to behave in a kind, responsible and caring manner towards each other, taking responsibility for their own behaviour in accordance with the behaviour policy.
- To eliminate discrimination in our school.
- To develop an anti-bullying culture whereby no bullying, including between adults, or adults and children, or between young people will be tolerated.

## Definition of Bullying

The Anti-Bullying Alliance defines 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.

*We encourage children to think **STOP***

- *Several*
- *Times*
- *On*
- *Purpose*
  
- *Start*
- *Telling*
- *Other*
- *People*

The Department for Education defines bullying as, '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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or

perceived differences.’ (Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies, March 2014.)

## **Prejudice Related Incidents**

Each prejudice related incident holds unique and distinctive features. Our academy’s responses should be informed by the outlined following principles. We need to have a robust attitude and a clear strategy to counter prejudice related incidents and to ensure the achievement and wellbeing by all members of our school community.

- Our school is an inclusive, safe and happy place for all members of its community, adults and children alike.
- Norwich Road Academy believes that all children are entitled to an education which respects their identity, individuality and background. It is free from adverse discrimination, prejudice and harassment.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on social and emotional wellbeing.
- Strategies dealing with discrimination are part of our Anti-bullying policy and linked to our behaviour policy.
- All bullying incidents, including prejudice related, should be recorded.
- We will consider all protected characteristics when dealing with incidents.

These are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage
- Age
- We will report any Prejudice Related Incidents according to Norfolk County Council procedures.
- All members of our academy’s community should be aware of the policy and procedures.
- All allegations of prejudice related bullying will be taken seriously and investigated fully.
- We will deal with incidents sensitively for all parties concerned.

## **Action that we can take to prevent, identify and respond to bullying.**

It is important that we create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others. Any victims of bullying or prejudice should feel able to disclose what has happened and know that they will be listened to, and incidents acted upon. Our actions should be fair. Children accused of bullying should be able to explain their side and be listened to.

- At Norwich Road Academy, we promote a strong moral code including our Values such as (Being) Proud, Connect(ing) and Empower(ment).
- Our Pupil Code of Conduct reinforces the need to be kind and forgiving. It also encourages children to take responsibility for their words and actions.
- We use events such as: Anti-Bullying Week and Online Safety Week to remind children about what to do if they feel unsafe and to discuss strategies to tackle bullying.
- We use PHSE lessons and assembly time to promote our school Values and to develop children's social and emotional skills.
- Children feel valued by an inclusive and creative curriculum, the recognition of achievement and rewards.
- We celebrate differences and varied heritages.
- We have a consistent behaviour management and NR Way policies and a supportive pastoral team.
- We ensure that there is a range of high quality, engaging activities at playtimes and lunchtimes.
- We have a strong pupil voice, through School Council, House Captains, Reading Champions and pupil questionnaires, we elicit children's' views about their school and bullying.
- We promote the Childline support service.
- We have a child-friendly anti-bullying policy 'Feeling Safe and Happy at School' (see appendix 1).
- We have supporting information for children and their carers on our website and update parents and carer's as to what bullying is on Do Jo.
- We regularly update and evaluate our approaches to take into account technological developments.
- We train our staff and encourage them to be vigilant, particularly at unstructured times.
- Staff receive training on the Pikkas Method of shared concern.
- We deal with concerns seriously and rigorously, recording incidences on CPOMS as policy procedure.
- We speak to all parties involved in incidences and inform parents accordingly.
- We carefully consider the use of space around school and the positioning of adults at break times.
- We encourage a restorative approach (if all parties agree) and review relationships following reported incidents.

- We work with other agencies and the wider school community to prevent and tackle concerns.
- We have systems across our school for pupils to share their concerns (such as blue post-its or talk cards).
- We challenge practice and attitudes that do not uphold the values of tolerance, respect and a non-discriminatory outlook.

### **Our response to Bullying or Prejudice Related Incidents**

These steps may be taken when dealing with reported incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff that has been alerted.
- A clear and precise record of the incident should be recorded.
- Incidents should be noted on CPOMs and 'Bullying' selected as an option.
- If a 'Prejudice Related Incident' has occurred, this should be noted on CPOMS and 'Prejudice Related Incident' selected as an option.
- Pastoral records checked. Have there been previous incidents?  
In the first incident staff will use the "Method of Shared Concern" approach, (Pikkas 2002) otherwise known as the "No Blame" approach. If another incident occurs, then parents/carers will be informed.
- Sanctions and consequences will be administered, where appropriate and after consultation.
- Refer to specific advice. For example, 'Homophobic Bullying' (DCSF-00668-2007), to ensure that responses are appropriate and effective.
- Prejudice Related Incidents should be reported according to Norfolk County Council protocols.
- Relationships between the involved parties will be reviewed later to ensure a positive outcome.
- Sanctions and consequences will be administered, where appropriate and after consultation.
- If necessary and appropriate, the police or other local services may be informed.

All prejudiced behaviour should be treated as a serious matter. It is crucially important that that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond effectively could be seen as condoning prejudiced behaviour and could discourage pupils and parents/carers from reporting incidents and sharing concerns with the school.

Prompt, appropriate and consistent responses from all members of staff can encourage pupils who might otherwise suffer in silence, to report incidents and share their concerns. In dealing with the perpetrators or bullying or prejudice related incidents, it is important that it is the behaviour is disapproved of and not the pupils themselves.

## Is it Bullying? Is it Prejudice Related?

**Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Generally identified: Three characteristics of bullying are:

- Deliberately hurtful (including aggression)
- Repeated over a period of time
- Difficult for the victim to defend themselves against (imbalance of power).

Bullying may be because of a protected characteristic (such as race or disability) but this is not always the case.

A **Prejudice Related Incident** may not be bullying. Bullying related to a protected characteristic would always be classified as a Prejudice Related Incident. A Prejudiced Related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

When determining **Prejudice Related Incidents** for recording, following remarks made by children related to ethnicity, culture, religion, disability or homophobia for example, the following questions may be helpful.

- Was anyone offended/hurt/upset by the remark?
- Would a representative of the community be offended? (if in doubt, record anyway)
- Was the way the remark was formulated or delivered derogatory, mocking or negative about the group or individual or character concerned? (if in doubt, record)

If the answer is 'Yes' to any of the following three questions, then the incident should be recorded.

Every incident that is perceived to be based on prejudice should be reported and recorded, however minor it may appear at the time.

## Supporting Pupils

Pupils who have been bullied will be supported by:

- Having a prompt opportunity to discuss their experience.
- Being provided with support and reassurance.
- Encouraging positive self-esteem.
- Being advised to keep a record of any incidents and discuss how to respond to concerns and to build resilience as appropriate.
- Where bullying has occurred outside school, the school will ensure that appropriate action is taken according to policy.

- Engaging other agencies where appropriate, for example One to One Counselling.
- Considering a pastoral intervention, such as Drawing and Talking.
- Advising key staff to raise awareness and vigilance around key pupils.
- Sharing the incident with parents/carers to ensure a comprehensive approach and full support is given.
- Sharing the outcomes of the investigation.
- Offering restorative opportunities.
- Supervising at key times or places, if necessary.
- Having a review later to ensure outcomes remain positive. The adult dealing with the concern should set a diary date to review this.

Pupils who have bullied will be helped by:

- Discussing what has happened and outlining the concerning behaviour.
- Sharing the incident with parents/carers to ensure a comprehensive approach and to support positive change.
- Providing appropriate education and support.
- Addressing online/internet usage and removing content, if relevant.
- Supervising at key times or places, if necessary.
- Offering restorative opportunities.
- Having a review later to ensure outcomes remain positive.
- Implementing consequences as per school policy. This may include removal of privileges or suspension.
- Liaising with police or other external agencies.

### **Supporting Adults**

Adults (staff and parents) who have been bullied will be supported by:

- Offering the opportunity to discuss their concern with a senior member of staff, such as the Deputy Principal or Principal.
- Where bullying has occurred outside school, the school will ensure that appropriate action is taken according to school policy.
- Being advised to keep a record of any incidents and discuss how to respond to concerns and to build resilience as appropriate.
- Reassuring and offering appropriate support.
- Working with the community and other agencies to provide specialist support and guidance.
- Offering restorative opportunities.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what has happened and outlining the concerning behaviour.
- Clarifying the school's official procedures for complaints and concerns.
- Addressing online/internet usage and removing content, if relevant.
- Instigating disciplinary action where necessary.
- Offering restorative opportunities.

## **Responsibilities**

It is the responsibility of:

- Academy Council to take a lead role in monitoring and reviewing this policy.
- Academy Council, the Principal, Deputy Principal, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The principal to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

**The named member of staff with lead responsibility for this policy is: Mrs J Miles**

The Principal will report on a regular basis on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **Supporting Organisations and Guidance**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://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/nohealth-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)



The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Online/Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

### **Racism and Hate**

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

### **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
- Public Order Act 1986
- The Computer Misuse Act 1990

## **Related Policies**

Behaviour Policy

Complaints Policy

Curriculum protocols eg. PHSE

Exclusion Policy

Online Safety Policy

Safeguarding Policy

Whistleblowing Policy

Appendix 1 – Feeling Safe and Happy at School (see document)