

Cottesmore St Mary Catholic Primary School

Anti Bullying Policy



'Mane nobiscum Domine'
(Abide with us O Lord)

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Policy reviewed & passed by: Pupils, Parents and Community Committee

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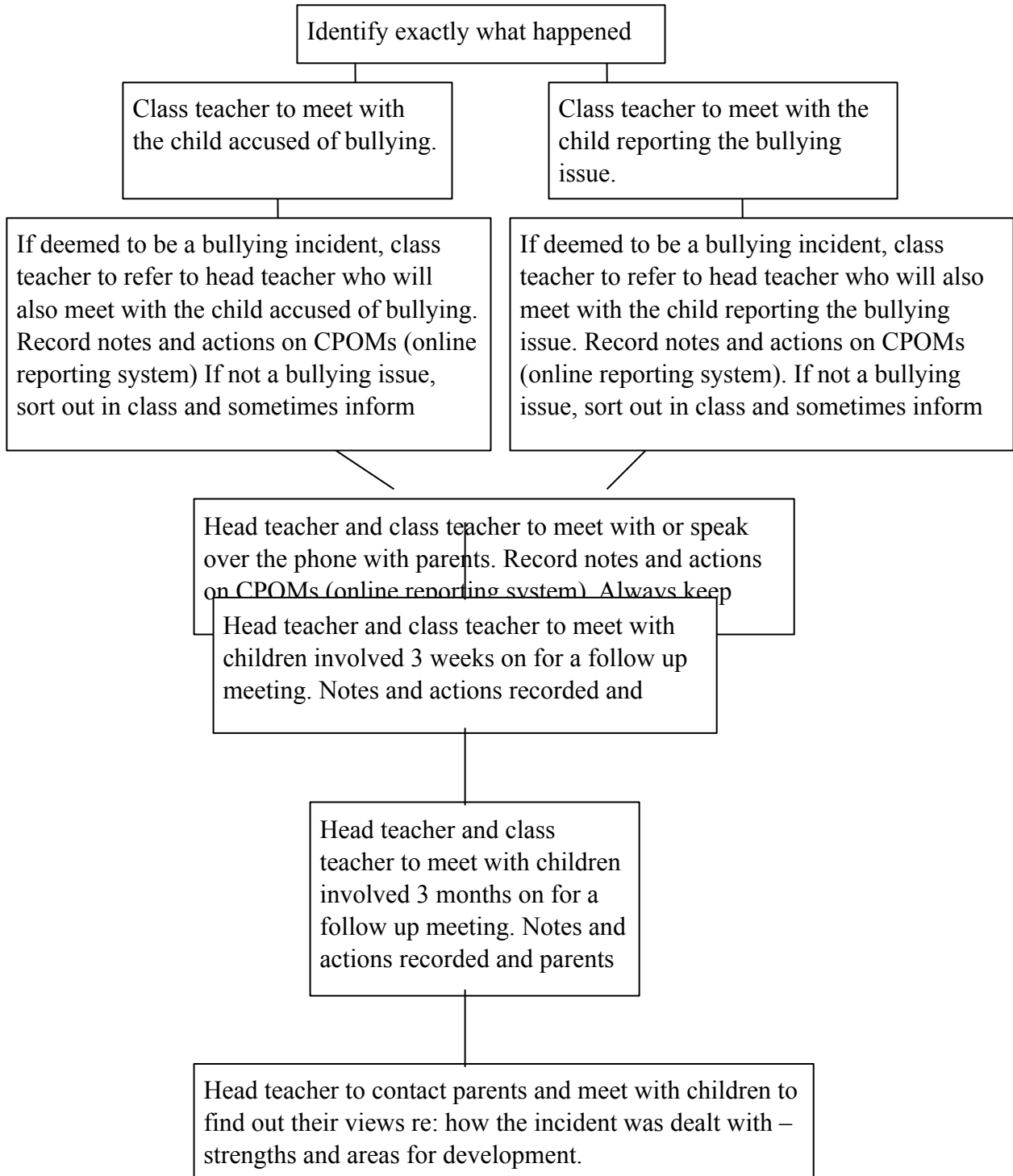
Other policies linked to this policy:

Child Protection policy, Lunchtime & Playtime policy, Behaviour policy, Equalities policy, Education for Personal Relationships policy, Confidentiality policy and Incident Register.

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Action Flow chart for Anti Bullying Procedures.



Our Mission

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

Mane nobiscum Domine – Abide with us Lord.



We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.

COTTESMORE ST MARY CATHOLIC PRIMARY SCHOOL ANTI-BULLYING POLICY

DEFINITION:

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else, by a pupil or pupils who exercise power over the victim. This power may be greater physical and emotional strength or greater numbers. It is such repeated behaviours over a period of time.

'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'
(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education)

AIMS OF POLICY:

- The Head teacher, Governors and Senior Management will have a clear commitment to make preventing and tackling bullying a high priority.
- At Cottesmore St Mary we promote school values which reject bullying behaviour and promote co-operative behaviour

We learn to show compassion, love and respect for each other and the world in which we live.

We always try to do our best and rejoice in each others successes (Mission Statement)

- The ethos of the school is based on the values of Christianity and the doctrines and teachings of the Roman Catholic Church. Predominant among these, are respect for the rights and feelings of others and non-violent approaches to conflict.
- The school also has a Behaviour policy, which describes the behaviour expected of pupils and the sanctions that may be exacted for derivations from these.
- The school also has a Child Protection policy.

Bullying is absolutely forbidden in these policies and action will always be taken against pupils who bully.

SPECIFIC AIMS:

- Cottesmore St Mary is a voluntary aided school which aims to help every pupil achieve his/her full potential with regard to academic achievement and physical, psychological, spiritual and social development.
- We aim to involve the school community in developing and implementing a whole-school policy against bullying, which will include families, governors, and pupils, all teaching and non-teaching staff. A copy of the school's Behaviour and Anti-Bullying Policy can be found on the school website (particularly for parents).
- We aim to implement the whole-school policy effectively whereby:
 - a. Pupils will feel able to tell staff if they are being bullied
 - b. Any bullying behaviour will be responded to promptly and consistently.
 - c. The policy will be maintained (ensuring it is implemented) and evaluated.
 - d. The School Council will discuss and sign the school Anti Bullying Charter every year (during Anti Bullying week - November). This charter will be displayed in the school.
 - e. Everyone will know what the policy is (it will be shared with children, staff and parents annually, during the Anti Bullying week – November. All new staff will have Anti Bullying induction).
 - f. Everyone believes in the policy
 - g. There is a named person with the overall responsibility for bullying issues (Miss Holland and Miss Brady – EPR coordinator)
 - h. Anti Bullying will be taught as an EPR topic every year.
 - i. Anti Bullying posters will be displayed throughout the school.
- We aim to review our Behaviour Policy every 2 years (Governors and School Council). This Anti-Bullying Policy will build on our effective Behaviour Policy and Equalities policies. All policies will promote a healthy, safe, social and effective learning environment in and around the school.

OBJECTIVES:

- Further develop staff awareness
- Further develop pupil awareness
- Involve parents
- Promote creative and enjoyable playground activities
- Encourage children to support each other both in and out of the classroom
- Deal with bullying as part of the school curriculum.

CHILDREN WHO BULLY:

Children who bully others can come from any kind of family, regardless of social class or cultural background.

Some may experience poor discipline at home and/or excessive physical punishment or abuse by a parent or older sibling; little warmth in family relationships generally.

Other children who bully may simply take part because their friends do so, or because the opportunity presents itself.

CHILDREN MAY BECOME BULLIES THEREFORE, BECAUSE:

- They are bullied at home, so it is learned behaviour
- They are insecure
- They do not like themselves
- They are unhappy
- They want to be popular and liked
- It is the only way they can get attention
- They are spoilt and expect everyone to do as they say.

RECOGNISING BULLIES:

- If you rely on stereotypes to identify bullies you may well be wrong
- Bullies can be the type of pupils who are:
 - a. Academically achieving less
 - b. Achieving as well, if not better than their peers
 - c. Unpopular or insecure
 - d. Quite secure and happy
- Bullies can be victims, although bully/victims are in a minority
- Certain factors are common, many bullies tend to have assertive, aggressive attitudes over which they exercise little control and bullies tend to lack empathy; they cannot imagine what the victim is feeling.
- Bullies tend to lack guilt; they rationalise that the victim somehow deserves the bullying treatment.
- Bullying behaviour may be dismissed as bossiness or leadership or natural competition; this leaves the victim unsupported.
- Bullying by a gang or group of pupils is more likely to become visible than bullying by individuals.
- Bullies in groups can be particularly difficult to deal with when ideas of individual and personal responsibility fade.

WHO ARE THE VICTIMS?

ANY CHILD CAN BE BULLIED.

There are certain risk factors which will make the experience of bullying more likely, these include:

- Being new to the class or school
- Lacking close friends in school
- Being shy
- Coming from an over protective environment
- Being from a different racial or ethnic group to the majority (see Appendix for further information re: race, religion and culture)
- Being part of a different religion to peers (see Appendix for further information re: race, religion and culture)
- Being more nervous or anxious
- Being different in some obvious respect from the majority – appearance, speech or background
- Having Special Educational Needs or being of higher ability to peers or gifted or talented.
- Sexual orientation (see Appendix for further information re: homophobic bullying)
- Being a provocative victim – a child who behaves inappropriately with others, barging in on games, or being a nuisance.
- Demonstrating 'entertaining' reactions when bullied, eg tantrums, loss of control
- Suffering low self-esteem which is frequently linked to the above
- Being a different gender.

All these are possibilities, not predictions of victimisation.

POSSIBLE SIGNS THAT A CHILD IS BEING BULLIED:

Children may:

- have cuts, bruises or aches and pains which are not adequately explained
- have clothes or possessions damaged or lost
- request extra money or start stealing
- start going to or returning from school at an earlier time or start using a different route
- start refusing/avoiding going outside at break times
- show reluctance or refusal to attend school
- lack the ability to concentrate and school performance may deteriorate.

VICTIMS rarely tell anyone that they are being bullied, but families are more often told than teachers or other school staff. Often teachers and parents do not know bullying is happening. It is important then to take all possible steps to find out about bullying and report it when it is found.

WHERE BULLYING TAKES PLACE:

Although bullying behaviour can occur during the journey to or from school, most typically it takes place in school. In Primary schools, up to ¾ of bullying behaviour takes place in the playground.

BULLYING:

- it is deliberately hurtful behaviour (either verbal, physical or intimidating)
- it is repeated over a period of time

- it is difficult for those being bullied to defend themselves.

MAIN TYPES OF BULLYING ARE:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks, homophobic comments
- Indirect – spreading tales about someone – isolating individuals from group activities
- Cyber – when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet, interactive and digital technologies or mobile phones (see Appendix for further information)

Boys tend to be subjected to direct bullying, girls to indirect bullying.

AT COTTESMORE ST MARY WE MAKE 'TACKLING BULLYING AND CHALLENGING BULLYING BEHAVIOUR' A PRIORITY, BECAUSE:

- **Bullying makes pupils feel unsafe and unhappy.** The safety and happiness of all pupils is paramount. When pupils are bullied their lives are made miserable. They may suffer injury, they may be unhappy about coming to school. Over time they are likely to lose self-confidence and self-esteem. Some may blame themselves for 'inviting' bullying behaviour
- **Educational achievement.** Unhappiness inhibits learning and educational achievement. The unhappiness of bullied pupils is likely to 'affect their concentration and learning'. Some children will avoid being bullied by not going to school.
- **Observing Bullying.** Bullies and pupils observing bullying going unchallenged may turn to bullying to get what they want rather than using non-violent negotiation. Others may learn that bullying is a quick and effective way of getting what they want. If a school fails to challenge bullying, those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- **An Effective Caring School.** Bullying could damage the good reputation of an effective caring school. Every school will have some degree of bullying, even if it is only slight or infrequent. At Cottesmore St Mary we aim to reassure parents of that through our Policy and actions. We will respond positively and effectively to bullying and thereby have minimal bullying. We will recognise annual Anti Bullying week, complete the annual Safe at School survey and ensure Play Buddies are available during playtimes.

DEALING WITH BULLYING AS PART OF THE SCHOOL CURRICULUM:

At Cottesmore St Mary we aim to deliver an effective curriculum as part of a whole-school approach against bullying:

- ❖ pupils will be encouraged to talk openly about bullying (circle time/EPR units (SEAL materials)/Assembly/story time, etc. (*Themes such as friendship, conflict, power, trust, can be used as a basis*)
- ❖ pupils will be helped to understand why some people bully others and how they themselves can help to challenge bullying behaviour eg through Anti-Bullying week in November
- ❖ pupils will be helped to understand that everyone can actively promote the anti-bullying ethos of the school

- ❖ video and drama will be used to raise awareness and promote discussion, as can art work, posters and displays
- ❖ developing pupils' own sense of self-esteem and self-confidence is a key element in the school's curriculum and part of this is training in responsible value-based assertiveness and conflict resolution through non-violent means.
 - a. Children will be taught how to make assertive statements e.g. I don't like you doing that, I want you to stop it!
 - b. how to respond to name calling
 - c. how to leave a threatening situation
 - d. how to enlist support from bystanders
 - e. how to resist manipulation and threats
 - f. how to remain calm under stress
- ❖ all children will know that bullying, verbal or physical, is NOT TOLERATED and that everyone is expected to ensure that it does not happen, everyone has the responsibility to tell – this is not telling tales.
- ❖ All KS2 children will complete the annual Safe at School survey. Results will be collated and shared with children. Actions will be derived from this. An internal KS1 survey is also carried out.

PUPILS WILL BE ENCOURAGED TO BE ACTIVE UPSTANDERS BY:

- ❖ not allowing someone to be deliberately left out of a group
- ❖ not smiling or laughing when someone is being bullied
- ❖ telling a member of staff what is happening
- ❖ encouraging the bullied pupil to join in with their activities or group
- ❖ telling the bullying pupil to stop what they are doing
- ❖ showing the bullying pupil that they disapprove of his or her actions.
- ❖ accompanying someone who has been bullied when going to tell an adult.

THE CURRICULUM WILL BE USED TO:

- raise awareness about bullying behaviour and about the schools anti-bullying policy
 - challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- This needs continued reinforcement and should not be seen as a short-term topic. It needs to be continually revised.

PLAYTIME AND LUNCHTIME

The school has a set of playground rules.

The school has a lunchtime and playtime policy which sets our guidelines for the management of pupils' behaviour during breaks and lunchtimes. The involvement of all staff, especially lunchtime supervisors and pupils is essential to:

- encourage positive play (supported by Playground Buddies)
- ensure effective supervision – involving moving around the school grounds, visually scanning the area to anticipate potential difficulties and engaging in brief conversations with pupils
- encourage children to be able to resolve their own conflicts through Peaceful Problem Solving
- initiate play activities with younger pupils
- watch for pupils who seem isolated (while recognising that some pupils are quite happy being alone) and direct Play Buddies to do engage these children in play.
- monitor the Buddy Bench

- know that children in 'play fights' often:
 - a. are smiling or laughing
 - b. make 'mock' blows or kicks which do not connect or only do so softly
 - c. make, take turns in being on top or chasing each other
 - d. do so in the open but are ignored by other pupils.
- Know that pupils who are being attacked or physically bullied often:
 - a. frown or look unhappy or angry
 - b. try to move away from the aggressor
 - c. do not take turns, the aggressor maintaining the dominant role throughout the interaction
 - d. if in view of other pupils, will get considerable attention.

The Anti Bullying policy must also be shared with Mid Day Supervisors (MDSA's) annually (during Anti Bullying week – November).

OUR MESSAGE TO PUPILS IS:

DON'T SUFFER IN SILENCE

When you are being bullied:

- be firm and clear – look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away.

After you have been bullied:

- tell a teacher or another adult in school
- tell a friend

(All children complete friendship hands at the start of every year. These identify 5 people – mixture of adults in school and peers - they can go to if there is a problem in school.)

- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- tell your family
- keep on speaking up until someone listens
- don't blame yourself for what has happened.

OUR MESSAGE TO PARENTS IS:

- stay calm
- reassure your child that it is not his/her fault
- contact the class teacher or a member of staff as soon as possible
- let your child know that it is safe and sensible to tell a teacher when bullying occurs
- parents whose children have engaged in bullying behaviour have a key role to play in helping that child to change.

SUCCESS CRITERIA:

- staff are more vigilant and responsive to bullying behaviour
- a majority of pupils feel that the school is trying to reduce and prevent bullying behaviour
- a majority of pupils feel that there is generally less bullying in school
- fewer pupils report being bullied
- more pupils say they would definitely not join in bullying someone else
- a far greater proportion of pupils will tell a member of staff if they are being bullied.

RESPONDING TO A BULLYING INCIDENT:

All matters will be confidential as per our confidentiality policy.

It is important to identify exactly what happened. Not only is there the provocative victim problem, but there is also the possibility of spite or confusion leading to false accusations. To overcome these difficulties the school adopts a 'no blame' policy with regard to bullying; the aim is to identify what led to the misbehaviour and to prevent a recurrence rather than simply to punish a bully. Pupils who come to realise that they are behaving unacceptably usually respond positively to teaching about non-violent or inclusive behaviour patterns.

At primary school level the most effective way of dealing with bullying is the child-centred discussion of motives and actions within a value based context of non-violence and respect for others. This can be applied to bullies and provocative victims simply, quickly and without distress or humiliation.

All bullying will be reported to the named person responsible and / or head teacher. Reports of bullying will be followed up that day with pupil meetings (one with the victim and another with the reported bully), in order to ascertain a full picture of events.

Sanctions will be applied (to the perpetrator) fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary procedures will be based on the school behaviour policy although varying sanctions may occur depending on the situation.

These aim to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

Parents of all parties involved will be informed and may be required to attend an immediate meeting.

Subsequent, separate meetings / conversations will be held with the victim, the perpetrator and the parents within 3 weeks of the reported incident and in a further 3 months from then. Children and parents are encouraged to ask for other meetings, should they be required, throughout this time.

All reported bullying should be noted on CPOMs and reported to the Head teacher. The Incident Register must record what the bullying was about e.g. racist, what took place, testimonials and what the outcomes were. Dates and notes of subsequent meetings, incidents etc must also be recorded and monitored. Views of parents and children involved re: how they felt the situation was dealt with should be sought and recorded after the event.

The Head teacher will be able to take any further action he/she deems fit under the school behaviour policy (including referral to clinical or educational psychology and/or counselling) in order to deal with a particular episode or to signal the school's disapproval of bullying in general. Exclusion however will only be used as a final resort.

Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude...means exclude on disciplinary grounds".

Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the Head Teacher will always allow him or her to state their case, and check whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, it may be considered differently from an unprovoked attack.

The School Governing Body will monitor incidents via focused school visits.

All incidents will be reported to the Local Authority as and when requested.

The Head teacher will monitor the implementation of this policy at least annually and it will be reviewed every 2 years.

APPENDIX

SAFE TO LEARN: CYBERBULLYING

[The full guidance can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/]

Understanding cyberbullying

Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*

It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable.

Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted.

Preventing cyberbullying

Essential elements of prevention are awareness-raising and promoting understanding about cyberbullying. Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying is and how it differs from other forms of bullying. The activities could include staff development activities; home-school events such as special assemblies with parents; and addressing cyberbullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) / EPR programme.

It is advised that schools establish, or review existing, Acceptable Use Policies (AUPs), referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones. It is also recommended that schools review how the school network is monitored and check whether existing procedures are adequate.

Publicising reporting routes is an important element of prevention, raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyberbullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.

SAFE TO LEARN: HOMOPHOBIC BULLYING

[The full guidance can be found at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/]

Preventing and responding to homophobic bullying should be part of schools' general strategies for tackling bullying.

What is homophobic bullying?

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

Who experiences homophobic bullying?

- 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 friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be lesbian, gay or bisexual.

Who does the bullying?

- Anyone. Especially if they have not been told it's wrong.
- They think that lesbian and gay people should be bullied, because they believe gay people are "wrong".
- People who might be gay themselves, and are angry about that.
- People who think "boys should act like boys" and "girls should act like girls".
- People who think gay people shouldn't have the same rights as heterosexual people and use this as justification for bullying.
- People who think gay parenting is wrong and pupils should be treated differently because of it.

How to recognise homophobic bullying

Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are gay. A recent study found that three in five gay pupils never tell anyone (either at home or school) when they are being bullied. The fact that young people are particularly reluctant to tell is a distinctive aspect of homophobic bullying.

Generally, homophobic bullying looks like other sorts of bullying.

Can it happen in Primary schools?

- Yes. Pupils may not know what the words mean, but can use homophobic language against others as a form of bullying.
- Or, they may bully a pupil who has gay parents/carers or family members.

Responding to homophobic language:

Casual homophobic language is common in schools but, if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that pupils know that homophobic language will not be tolerated in schools. Make sure it is included in policies and procedures.
- When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated.
- If a pupil continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.

- Follow the same process as found in the main part of this policy.

SAFE TO LEARN: BULLYING AROUND RACE, RELIGION AND CULTURE

[The full guidance can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/]

Our schools need to be at the heart of tolerant and diverse communities. Racism and bullying should have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.

We have an ethos where racist bullying rarely happens, and is dealt with convincingly and is one aspect of the school's equalities policy.

Key principles

- Acknowledge that racism exists in wider society and that it can lead to racist bullying in schools
- Let the pupils know where you stand
- Listen to children and young people
- Involve children and young people in solutions
- Implement strategies for both prevention and intervention.

What is racist bullying?

We offer the following definition of racist bullying:

"The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. A racist incident is any incident which is perceived to be racist by the victim or any other person. "

While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying.

Preventing racist bullying

We carry out self-evaluation of the extent to which pupils feel safe in the school from bullying and racist incidents; and provide curriculum work designed to create (or perpetuate) an ethos which reduces the likelihood that racist bullying will happen.

Responding to incidents of racist bullying

In providing support, schools are advised to accept the pupil's account of the incident and confirm that it was right for the pupil to approach and inform school staff. Schools should avoid making light of the incident. They should ask what action the pupil would like to take place: whether the pupil would like other pupils to help solve the situation that has arisen and whether they would like their parents to be informed and involved. And they should stress that the pupil was not himself the cause of the bullying.

We advocate a rounded approach to challenging those responsible for racist bullying, which does not rely solely on rebuke and disciplinary sanctions (on the one hand) and reasoning and explanation (on the other). Those responsible need to be clear that what they have done is wrong, within the framework of the school's behaviour policy and the sanctions for bullying that

are part of that policy. But they also need to be helped to understand their own behaviour and to change it.